

# SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

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1943

## MIGHTY OAKS . . . 1875

From an humble beginning The Prudential has grown to be one of the largest financial institutions in this country. We feel that this growth has been attained because of the friendly spirit that is such a vital force within our organization.

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*Inquiries with reference to employment opportunities should be addressed to the Employment Bureau at the Home Office in Newark.*

# IT was back at Jack Higgins'



**Y**ES, it's Jack's first—a boy. And after Jack had got over the shock of being a father, he began to plan, as all of them do.

"What d'you think, Doc," he said, "suppose he'll make a doctor?"

"Could be," I said. "Though I'd wait till he got some hair and teeth before I decided for sure."

But shucks! Jack wasn't listening. By the time I left he'd had the kid governor—he's probably president by now!

President? Maybe. No telling what little Johnnie'll be when he grows up. But whatever it is, we're sure going to be needing men like him! There'll be jobs to do, designing and building things for the future. Things like television, and air conditioning, and plastics, and what'll come after them.

This war is changing lots of things. We're just beginning to realize how big a job we've got ahead. But if the war's already showed us anything, it's that we couldn't begin to win if there hadn't been men with courage and vision to build factories and

organizations big enough to make the weapons and equipment our boys in the Army and Navy need.

And it's showed us that if the factories can pour out war stuff the way they're doing today, afterwards they can turn out just as much to make peacetime living better.

So it's up to us to see that Johnnie has *his* chance, too. The chance to use all his initiative and gumption to produce something worth while. To give to the world as much as he gets. There's some *satisfaction* in a job like that! And that's the kind of a future I wish for little Johnnie Higgins! *General Electric Co., Schenectady, N. Y.*

★ ★ ★

*THE VOLUME of General Electric war production is so high and the degree of secrecy required is so great, that we can tell you little about it now. When it can be told completely, we believe that the story of industry's developments during the war years will make one of the most fascinating chapters in the history of industrial progress.*

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WALTER D. FULLER  
*President, The Curtis Publishing Company  
Philadelphia, Pa.*



## ORGANIZING FOR POST-WAR PROSPERITY

WALTER D. FULLER

*President, Curtis Publishing Company*

*Since "free enterprise" is inherent in the American way of life, it is hoped that business and industry will assume responsibility for undertaking plans now to assure prosperity in the post-war years. The following article, describing the effort of the Committee for Economic Development to direct post-war thinking and planning, was written by the Regional Chairman, for the Philadelphia area, of the Field Development Committee. Starting in the banking business, Mr. Fuller was associated with various publishing companies before coming to Curtis, where he has served as President since 1934. He is a member of our Association's Executive Board and Director, Vice President and Chairman of the General Legislative Committee of the National Publishers Association.*

THE time has come to make a national asset of what has been a virtue of American management—the proficiency in planning for the future.

Distill the progress that America has made in the last hundred years and the essence of it is the individual planning constantly under way, day after day, in the thousands of industries, retail establishments and service organizations. It is this planning, to meet ever changing conditions, that is the ingredient of success of any American business and cumulatively of the American way of life. There must be sound and imaginative planning to start a business. Before there can be any production, there must be realistic planning of finances, personnel and operations. Before there can be efficient selling of the product there must be intelligent planning of distribution, advertising, promotion and marketing. Before there can be wages and salaries, dividends and surpluses—and satisfaction of taxes—there must be intricate planning to coordinate the whole.

Without fanfare—in fact, without broad public realization—that planning has been the function of management ever since those days of 1790 when this was a thin line of civilization along the Atlantic seaboard, with ninety-five per cent of the population ill-fed, ill-housed and ill-clothed.

Management has planned for peace, but when wars have come, has planned the change-over that produces machine guns in-

stead of typewriters, tanks instead of automobiles, so swiftly and so prodigiously as to amaze the world.

The time has now come to utilize this amazing planning ability of thousands of trained individuals in preparing for peace, so that the possibilities of a post-war depression will be greatly minimized or averted.

That means that profitable and productive ways must be found in our mines, factories, stores and services to assure the employment of nine million more workers than were on the payrolls in 1940.

### A Grass Roots Problem

To accomplish that need there must be individual planning in every organization and community and a coordination of these multitudinous blue prints so that we can go forward with the utmost speed.

And at the same time we must prosecute our war activities with even greater energy. No one doubts that winning this war as swiftly and as surely as possible is our first big job. That is just plain common sense. There can be no argument about doing everything possible to hasten victory for America. Certainly, unless we defeat our enemies any post-war plan will be a mere scrap of paper. There would be no tomorrow for any of us in defeat. Our future would be only what the Nazis and Japs might dictate. All the progress we have made to date would be but a happy memory in our days of misery. All

the progress that is still possible would be a mocking dream.

But there is no longer any question about our strength and ability to win this war and to think about the tomorrow we can materialize. We are on our way to victory. That is obvious. Victory is written in the amazing production record of American industry. It is written in the sands of Africa, in the islands of the Pacific and in the bomb wreckage of Germany itself. That is the military victory that our sons and relatives are winning on the battlefields of the world.

However, we at home must also win victory in preserving freedom and liberty, in insuring that this remains a land of opportunity so that those sons and relatives of ours will come home to find that the sacrifices have been worthwhile. While they are away they expect us to do that much for them. And when they come marching home they are going to expect a payment on the debt that we owe them—a payment in productive jobs with reasonable assurances for a life of peace, progress and prosperity. We can not pay that kind of a debt in the counterfeit of made-work or relief grants.

Jobs that will satisfy the debt we owe our heroes won't grow from wishful-thinking. Nor can they be produced by legislation. Nor will promises of "cradle-to-the-grave" security substitute for the right of an American to work and earn his own economic security in his own free way.

This is a grass-roots problem. It can be solved only at the level of the individual communities on the basis of individual companies and then given cumulative effect on a nationwide basis. We will have to solve it by finding enterprising and ingenious ways of utilizing all of the new plant capacity that has been built in the last two years, of restoring quickly our distribution system, of marketing as well as making what we can

produce, and of producing and selling the new products that are waiting to help usher in a more abundant life than any of us dreamed possible a few years ago.

But unless business and industry—unless the men who are experts on what makes America tick—put the jig-saw puzzle together, some one else will do the blue printing of America's future and it may be a blue print giving new lines to our Ship of State instead of stately lines to our ship of opportunity. Business will have only itself to blame if America misses the sea lanes to happiness, opportunity and progress and sinks to the depths of state socialism.

#### Committee for Economic Development

Conscious of the importance of demonstrating, when the post-war crisis arrives, that America, with all of its progress and greatness today and with the possibilities that lie ahead, has not been traveling down a dead-end street, a series of meetings of businessmen was held in the early summer of 1942. Out of this movement, started by the Advisory Council of the United States Department of Commerce, has grown the Committee for Economic Development.

The broad purpose of this committee is to stimulate post-war planning now among the companies and communities of America. It is a movement of businessmen and by businessmen but not selfishly for businessmen. Its purpose is to open the door of opportunity in the days to come, to defeat depression and to aid all America in finding the firm path that leads straight to a better way of life through our incentive and competitive system of business and industry.

This activity is entirely independent of the U. S. Department of Commerce although the facilities, cooperation and other advantages of the department are available to it. The trustees of the Committee for Economic De-



MEMBERS OF THE RESEARCH DIVISION HELD THE SECOND OF TWO ENTHUSIASTIC MEETINGS AT CHICAGO IN JANUARY. SEATED LEFT TO RIGHT ARE: THEODORE W. SCHULTZ, WILLIAM I. MYERS, NEIL JACOBY, HAROLD LASSWELL, RALPH YOUNG, R. E. FLANDERS, CHAIRMAN; SUMNER H. SLICHTER, THEODORE O. YNTEMA, CARROLL L. WILSON, EXECUTIVE SECRETARY; PAUL G. HOFFMAN, CHAIRMAN OF THE BOARD; STANDING LEFT TO RIGHT ARE: MAX EPSTEIN, JOHN STUART, GUEST, S. BAYARD COLGATE, DONALD DAVID, WILLIAM BENTON, VICE CHAIRMAN, BEARDSLEY RUMML, ROBERT D. CALKINS, GARNER C. MEANS, AND ASA CALL, GUEST. RALPH RUDD, 7TH DISTRICT REGIONAL CHAIRMAN, WAS ALSO A GUEST

velopment are all businessmen, principally members of the Advisory Council of the department, but organized independently. One trustee was chosen from each Federal Reserve District, with additions of men found to be especially valuable to the movement.

The Chairman is Mr. Paul G. Hoffman, President of The Studebaker Corporation. The Chairman of the Finance Committee is Mr. Clarence Francis, President of the General Foods Corporation. The Vice Chairman is Mr. William Benton, Vice President of the University of Chicago.

The work is divided into two major divisions—field work and research.

#### Field Work

The field work calls for the organization of each of the Federal Reserve Districts under a regional chairman, who is not a member of the Board of Trustees. The actual Federal Reserve Districts have been changed somewhat in certain regions due to the necessity of including areas within full state lines. Thus, for example, the area generally spoken of as the Philadelphia Federal Re-

serve District has been enlarged for Committee for Economic Development purposes to include the entire states of Pennsylvania, New Jersey and Delaware. The Regional Chairmen are now hard at work in dividing the areas into districts and in persuading local businessmen to act on committees and to find the businessmen for District Chairmen.

It is expected that there will be perhaps 150 districts altogether in the United States. Once the district committee and chairmen are organized, the next step will be a similar movement in connection with the different communities, as it is the ultimate hope that there will be an organized Committee for Economic Development in every community under its own local chairman. The local groups will distribute to employers in their areas a detailed pamphlet outlining the purpose and aim of the Committee for Economic Development and also describing in some detail the study of post-war problems to be undertaken by an industry. The Committee for Economic Development will provide, without charge, instruction pamphlets to local chairmen and also the pamphlets for distribution to the employers.

At the time of the distribution of the pamphlets there will be a request that some individual be made contact man between the Committee for Economic Development and the concern and also that after consideration a form be filled out giving the number of employees before the war, the number at the present time, and an estimate of the number that it is anticipated will be employed six months and three years after peace. The last figures are obviously guesswork, but they will represent the hopes of the management. In connection with these figures it is requested that the reason for arriving at the estimates be indicated, together with a listing of the various problems which are likely to be faced by the concern.

All these reports will then be sent to a

central group in the locality which will be made up largely of persons particularly fitted for research and study. Here the reports will be analyzed, conclusions drawn and a summary prepared. This report will be used locally and regionally as seems desirable and will be sent to the headquarters in Washington.

Obviously, there are many plans for activities beyond this point, but it is too soon to talk about them with any accuracy.

### Research

The operation of the Committee's activities which are devoted to research come under the direction of Mr. Ralph E. Flanders, President of the Jones & Lamson Machine Company. Working with the Research Committee is an Advisory Board, headed by Dr. Sumner H. Slichter, of Harvard University, and the whole research movement is under the direction of Dr. Theodore O. Yntema, late of the University of Chicago. There is also a committee of responsible industrialists and businessmen who pass on the subjects to be studied.

A monthly bulletin is being issued showing results of the activity in the various parts of the country and referring ideas which have been found useful in one area for the benefit of other localities. The whole movement is built very largely on the basis of local independence and there is no effort to dictate method from Washington or from the regional headquarters.

The Research Committee is undertaking a certain amount of original study and is also trying to act as a general correlator of the activities of other study groups. It is too soon, however, to describe their work in any detail.

The Committee for Economic Development realizes that a balance of production may be extremely important in providing a maximum number of jobs and more stable prosperity.



It will seek to advise companies against the disaster of over-crowding a particular field. For example, it may not be practical for all of the aviation companies to continue producing planes when the war is over. If every company now making planes and parts stubbornly continued in that business there might be many bankruptcies in a short time. We would again have idle factories and idle men. What we are all after is busy factories and busy men. That goal can be attained if we do an intelligent and conscientious job of planning now.

We cannot afford a big time lag between the day our soldiers come marching home and the day these heroes have a chance to go to work. Delay here might be fatal to our whole economic system. It certainly would play right into the hands of economic reformers. They would like nothing better than to be able to say to the American people that business and industry are too rheumatic and too old-fashioned to do the job.

### Peoria—A Test City

But we aren't going to give them that chance, if we all get our post-war planning under way and properly coordinate our efforts. For example, let's look at the recent test made in Peoria, Illinois. The Committee for Economic Development, believing in the importance of fundamentals, set out to test its methods. Three cities were chosen for these tests—Peoria, Reading, Pa., and Wheeling, W. Va. The first case history comes from Peoria. Organization was started in mid-November by Mr. Ralph Budd, regional chairman of the Seventh Federal Reserve District and C. Scott Fletcher, director of Field Development Division. Mr. Walter Gardner, general sales manager of Keystone Steel and Wire Company, community chairman, in reporting on the results stresses that this is "not a promise but only a guess."

The survey indicates that factories in the

area may drop only about a thousand workers from the wartime high of 30,000 employees.

The survey took in forty-five manufacturing companies which employ more than fifty workers each. The factories reporting employ 97.5 per cent of the industrial workers of Peoria. Practically all of them are now engaged in war production 100 per cent. This war production has increased employment rolls from 22,000 in 1940. Despite this climb, factory managers have estimated that employment can be maintained at nearly 29,000 figures, thus continuing the prosperity of the district in the post-war period.

Just how Peoria's industries hope to cope with their post-war problems involves trade secrets which may not be revealed. In many cases new products or improvements on pre-war products are contemplated and it is indicated that many of them have advanced through the planning stage.

"While no one forgets for a minute that we first have to win the war, not a single Peoria industry is without plans for maintaining peacetime jobs," Mr. Gardner reported. "New designs, new products, new materials will stimulate the changeover from war materials and munitions. Pent up demand for scores of products made in Peoria must be foreseen."

Organizing for post-war prosperity is not the job of one salesman or one sales organization. Nor can there be complete and final organization by the great national business associations, by the various trade associations or by any other group. The truth is that no individual and no group can plan all the details. That is the premise of the Committee for Economic Development. We are living in the hectic days that demonstrate clearly to everyone that government, with all of its resources, cannot properly plan an over-all economy. Our experiences with priorities, rationing, price ceilings, inflation and the



other problems is evidence enough that no super governing body can develop a fair and workable pattern of living and hand it down to the people. That would be as un-American as for business or labor to dictate the terms of future living.

But by all working together, and coordinating our efforts—and that is the American way—we can soundly and constructively prepare for the days ahead. After all, “business is the community engaged in earning its daily bread” as the Temporary National Economic Committee reported after two years of studying reasons for the last depression.

And if business is going to continue being the community earning its daily bread, instead of a cog in a socialistic wheel of government, every company must have a plan and be ready to push the buttons to put it into overnight operation when X day arrives and the world is again at peace, with new problems to meet and solve.

\* \* \* \*

The Industrial Advisory Board and the members of the Field Development Division of the Committee for Economic Development have assembled the following suggested method of procedure for companies undertaking post-war planning.

#### I. Determine your company's objectives.

- (1) Anticipate post-war volume of business. Proceeding on the assumption that the national gross output will be between 135 and 150 billion dollars—a total to which you plan to contribute a specific percentage—calculate your post-war utilization of plant and your offering of employment opportunities.
- (2) Formulate a program of specific steps to achieve that potential production and sales volume.
- (3) List specific difficulties and problems in connection with plant conversion, changes in processes, product development, sources of supply,

marketing facilities and methods, financing, accounting, personnel policy, training programs.

- (4) Set up machinery necessary to put plans into effect.

#### II. Assign responsibility within your organization.

Definite responsibility for post-war planning should be vested with competent individuals who see the organization as a whole and appreciate the integrated process which makes every department a contributor to the company's productive and distributive efforts.

#### III. Procedure involved in approaching post-war-planning.

- (1) Examination of the gross national output—the basic measure of business and employment opportunity.
- (2) Recognition of the significance of these figures. By sound planning now industry can reduce a post-war production lag which would result in unemployment, lack of buying power and further decreases in production.
- (3) Review of your company's experience after World War I, to avoid recurrence of similar mistakes.
- (4) Estimate your production, plant utilization and unemployment in the post-war period. The introduction of new techniques and substitute materials may alter a company's relative standing after the war.
- (5) Having estimated probable volume of post-war business, utilization of plant and employment, then
  - (a) Determine steps necessary to establish production at new estimated high level.
  - (b) Make specific plans for necessary plant conversion and other changes.
  - (c) Implement these plans to make them realities.

*More detailed information concerning the post-war planning program may be secured from Committee for Economic Development, Field Department Division, Room 3311, United States Department of Commerce Building, Washington, D. C.*



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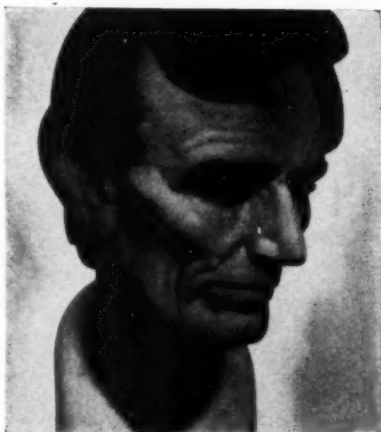
Peacetime developments, pioneered by

Bell Laboratories, are seeing action on every front. Many of their war-time achievements should prove stepping stones to progress in the coming days of victory and peace.

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## FARM LABOR MOBILIZATION PROGRAM

MEREDITH C. WILSON

*Chief, Division of Field Studies and Training*

*(In Charge Emergency Farm Labor Program)*

*Extension Service, U. S. D. A.*

*How to meet the shortage of farm labor and to increase food production is a current pressing problem. Plans for its solution which involve the use of student help and of a Women's Land Army are discussed in this article. The author who was himself reared on a farm spent the summer following graduation from Cornell University in 1914 as assistant county agricultural agent in Tompkins County, N. Y. Ever since then he has been in the Extension Service, in 1918 coming to the Federal Extension Service, U. S. Department of Agriculture. Mr. Wilson has given courses in extension methods at many agricultural colleges and with Dr. C. B. Smith is author of "The Agricultural Extension System of the United States."*

**F**OOD is a major weapon of War. A million fighting men need a million tons a year—considerably more than they eat in civilian life. Fully one-fourth, or more, of our food supply this year must go to feed our fighting men and our allies. Then, too, men, women, and children in war plants and other war jobs must have (and are able to buy) more food than in peace time. As conquered countries are liberated and about to be liberated, food will be a most important weapon of war and peace in those countries.

### Farm Labor Shortages in 1943

During the year that ended last September first, 1,600,000 workers left the farm. About 381,000 of them were farm operators and managers, the others family workers and year-round hired men. About two-fifths of them went into the armed forces, the remaining three-fifths into war industries and other nonfarm work. In addition, farmers in commercial fruit, vegetable, beet and other special crop areas have always depended on migratory labor for help in harvesting and other short-period rush-season work, such as thinning beets, picking fruit, harvesting vegetables. That source of labor is not now



MEREDITH C. WILSON

available, because much of it is in the army, in higher paid war jobs, or cannot normally move from area to area because of the shortage of tires and gasoline.

While last September there were 485,000 fewer men 18 to 44 years old on farms than in September 1941, 450,000 more older men, women, and young people were working on farms. It often takes two such workers to replace one experienced

middle-aged farm worker.

Young men on the farm are as patriotic as any other group, and many have volunteered for military service. Thousands of others were drafted before the present policy of deferring necessary farm workers went into effect. Farm wages, which averaged last year about \$2.50 per day without board for usually much over 8 hours, cannot compete with infinitely higher wages in war industries.

### More Food Needed

Food production in 1942 was the largest in history, 11 percent larger than the big 1941 crop; 28 percent larger than the average for 1935 to 1939; 42 percent larger than in 1918.

Though farmers last year produced 28 percent more than the 1935-39 average, they had less farm labor with which to do it.

Goals for 1943 call for a total food production 7 percent larger than in 1942. For example, the 1943 goal for milk calls for nearly three billion pounds more than was produced in 1942. Many of the crops that require hand labor need to be increased as much as 25 to 50 percent.

Farm families, including older men, women, boys and girls, are now working long hours, many of them 12 or more a day. They did a great deal to solve the farm labor problem last year but cannot alone begin to meet the added need for farm help this year.

### Farm Workers Needed

The best estimate by the Department of Agriculture is that a Crop Corps of 3,500,000 men, women, and young people to work on farms in 1943 will be required in addition to the regular year-round workers needed on livestock, dairy, and diversified farms; seasonal workers, needed during the crop season or for the summer; and emergency harvest workers who will be recruited from nearby villages, towns, and cities to work a certain number of week days, half days, week-ends, or evenings.

Accurate information on just how many of the three types of workers will be needed in each county is one of the first considerations. County AAA committeemen are now at work on the 1943 farm plan sign-up which gives information as to the number of workers on each farm and the additional workers needed.

### Six-Point Program

A six-point program to help supply needed farm labor includes (1) the mobilization of all local resources available for farm work and the operation of emergency farm employment offices in every agricultural county; (2) the recruitment and placement on farms of half a million nonfarm youth from high

schools and colleges; (3) the recruitment and placement of nonfarm women on farms for appropriate work; (4) provisions for transporting year-round farm workers from less productive farming areas; (5) the transportation and housing of several hundred thousand migratory workers (including Mexicans and Bahamans); (6) helping farmers through actual demonstrations and otherwise to train and make best use of new workers and to cut down the need for labor through job simplification and rearrangement of operations.

All these patriotic men, women, boys and girls who feel that they can help most to win the war by helping farmers to produce the necessary food, will make up the U. S. Crop Corps.

### Local Mobilization

In all agricultural counties, county agents with volunteer help are registering recruits for the U. S. Crop Corps and are listing individuals for specific jobs at specific times. In rounding up help for harvesting and other special emergencies, many agents are finding their experiences of last year helpful. In some instances colleges dismissed students and railroad shop men worked after hours to harvest the grain crop when they heard of the need from the county agents. It is expected that local people will go to nearby farms for emergency harvests for short periods of time.

### Farm Labor from Less Productive Farming Areas

If the number of Crop Corps recruits enlisted by the agent meets the requirements, the labor program in that county will consist of following up the recruitment program to see that workers are placed when and where needed. If there is a shortage of local labor and there is not a sufficient surplus in





SPRAYING THE BEANS

Photo by U. S. Department of Agriculture

adjacent or nearby areas, the program provides for transporting and housing seasonal workers who are no longer able to move from State to State by "flivver." The National program calls for transporting about 275,000 seasonal workers, many of whom will work at several different locations.

Year-round workers, to be drawn mostly from the less productive farming areas when there is a surplus of agricultural manpower, will be transported principally into dairy and livestock areas to replace experienced workers who have entered the armed forces or war industries. The program provides for the moving of 50,000 of these workers and for short courses of training at State colleges of agriculture and elsewhere for those who

need training before taking jobs. It is contemplated that some of the year-round worker recruits will be placed as renters of farms which otherwise would stand vacant this year.

### The Victory Farm Volunteers

School and college guidance and placement officers will be mostly concerned with the Victory Farm Volunteers program of U. S. Crop Corps to recruit a half-million able-bodied nonfarm high school youth to work on farms during the summer months. This program is conducted jointly by the Agricultural Extension Service and the U. S. Office of Education. Local school systems, on the basis of need as determined by local committees will select and train these young

workers—boys 14 to 17 years of age and girls 16 years and older. A large number of the VFVs will be placed on farms for the summer season. There they will work and live with the farm families. Some will do general farm work. Others will do specialized jobs in cultivating and harvesting fruits and vegetables. Most of these volunteers will live at home, but a few will live in camps or dormitories from which they will be transported daily to the farm. Such jobs as planting, cultivating, weeding, hoeing, picking, building and repairing fences, gathering eggs, grading vegetables, keeping records, painting, spraying, and others will be performed.

Many girls will work in the farm home, thereby releasing experienced farm labor for the fields. Selection of young people who are willing to do farm work to which they are unaccustomed will be most important. Psychological preparation for their summer's experience will avoid many heartaches as well as headaches. The efficient use of muscles for safety and ease in doing the work is desirable; some training in farm skills will be given where feasible.

The VFV girls will be given training in the various jobs of home management, particularly those relating to gardening, canning and economical procedures.

Talks by farmers, homemakers and youth who worked on farms last year, will help greatly to give the prospective recruits an understanding of the work before them. Visits to nearby farms will also be worth while. The training program will be farm-centered and should be so designed as to reflect the true situation rather than any unwarranted glamour.

Careful consideration must be given to the matching of farm jobs and youth. Although placement will primarily be in the hands of the county agent and the local committee, the school will also be concerned with it.

Another major problem involves supervision, which is the responsibility of the Extension agents and their assistants. The success of the young people will depend to a great degree on the extent to which the interest and cooperation of farm families can be enlisted. The farms will need to be carefully selected and a sympathetic attitude developed in the families. After the young folks have been placed, they and the farm families will be visited and poor adjustments corrected. 4-H Clubs and F. F. A. Chapters are arranging to entertain the youth workers and provide recreational opportunities.

### The Women's Land Army

The Women's Land Army will recruit city and town women for work on the farm. Women can enroll for year-round work to do some of the chores formerly done by the hired man or the farmers' sons who are now in the armed forces or in war industry. It is estimated that about 10,000 of these workers will be needed in 1943. They will receive from 3 to 6 weeks training in an agricultural short course similar to those now being given at the University of Maryland, College Park, Md.; the University of Connecticut, Storrs, Conn.; the Agricultural School at Farmingdale, N. Y.; and the horticultural School at Ambler, Pa., or they will be given equivalent training on a farm.

An additional 50,000 women may be needed for seasonal work, enrolling for one month or more. These women will require some training but not so much as the year-round workers.

City women will be recruited in cooperation with interested voluntary organizations such as the American Women's Voluntary Association and the Y. M. C. A., both of which have done considerable recruiting during the past season. Local recruitment campaigns will be conducted to obtain the desired

number to work in specified farm areas. Applications will be reviewed and the selection for the Land Army made by the State Extension Service.

Women applicants must have reached their eighteenth birthday and have a doctor's certificate as to their physical fitness to do hard work. Some farm or rural experience will be an advantage to Land Army workers, for to be successful they should have an understanding of the living and working conditions on a farm and be willing to accept them.

Uniforms and special insignia are being designed for the women of the Land Army by the Bureau of Home Economics assisted by State extension clothing specialists.

Women even though inexperienced have proved their value on farms during the past season. Perhaps the dairy and poultry farms which require a great deal of labor and have many routine tasks which can be taught to new workers, will be the first to use women. Such jobs as feeding livestock, keeping milk records, washing dairy equipment, gathering, candling and packing eggs, making butter and driving trucks have been ably done by inexperienced farm workers after some instruction and training. Large truck farms requiring a great deal of hand labor are likewise looking for the kind of help which women of the Land Army can give.

These women may also work in farm homes to relieve farm women for tasks, in the fields and around the farm, at which they have had experience and can thus more effectively contribute to production. Such jobs as preparing meals, caring for children, canning surplus fruits and vegetables, washing and cleaning will be done by the city workers.

The workers will be placed by the County Extension Service who will keep a record of farmers desiring the services of Land Army women. The Labor assistant of the County Extension Service will supervise the work of



Photo by U. S. Office of Education

#### A HIGH SCHOOL BOY TENDING HIS CALF

the women, helping them to become adjusted to farm work and helping the farmer to train the new workers in the skills needed.

Further information can be obtained from your county agent, local school superintendent, State Department of Education or Director of Cooperative Extension Work at your State land-grant college or university.

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## JOB ANALYSIS, AID TO ALL MANAGEMENT\*

VICTOR V. VEYSEY

*Asst. Prof. of Economics and Industrial Relations  
California Institute of Technology*

*The whole question of Job Analysis and Job Evaluation is becoming of increasing interest and importance in the effective administration of personnel policies, and we are indeed pleased to present this article describing the ways in which Job Analysis is an aid to management. The author received his B. S. in C. E. from California Institute of Technology in 1936 and his M. B. A. from Harvard Graduate School of Business Administration. Mr. Veysey assumed his present duties at California Institute in 1941.*

**"MY JOB** was tough enough before the war," grumbled the Personnel Manager of a small manufacturing plant. "Now I have to prepare Manning tables, secure selective service deferments, and administer frozen wages. They expect me to know everything about each job in this organization!"

The overworked personnel manager in expressing this self-pity has voiced a problem which faces many enterprises today—the problem of rising to the current emergency by handling the ever increasing flow of war work and by accomplishing this under critical limitations in the supply of manpower. Manpower shortages in a wartime economy require that every manager from president to leadman, line and staff alike, assume new responsibilities toward personnel. Jobs must be re-engineered to suit available talent. Unskilled workers must be trained and upgraded to handle new and more important work. Wages must be administered according to new standards. Manpower must be shared on an orderly basis between the production facilities of the nation and the armed forces. All of these new difficulties and the accompanying governmental controls have heaped additional problems on the hard-working personnel director. Personnel administration today, as never before, requires a systematic approach to an understanding of the duties and the performance of every job in the organization.

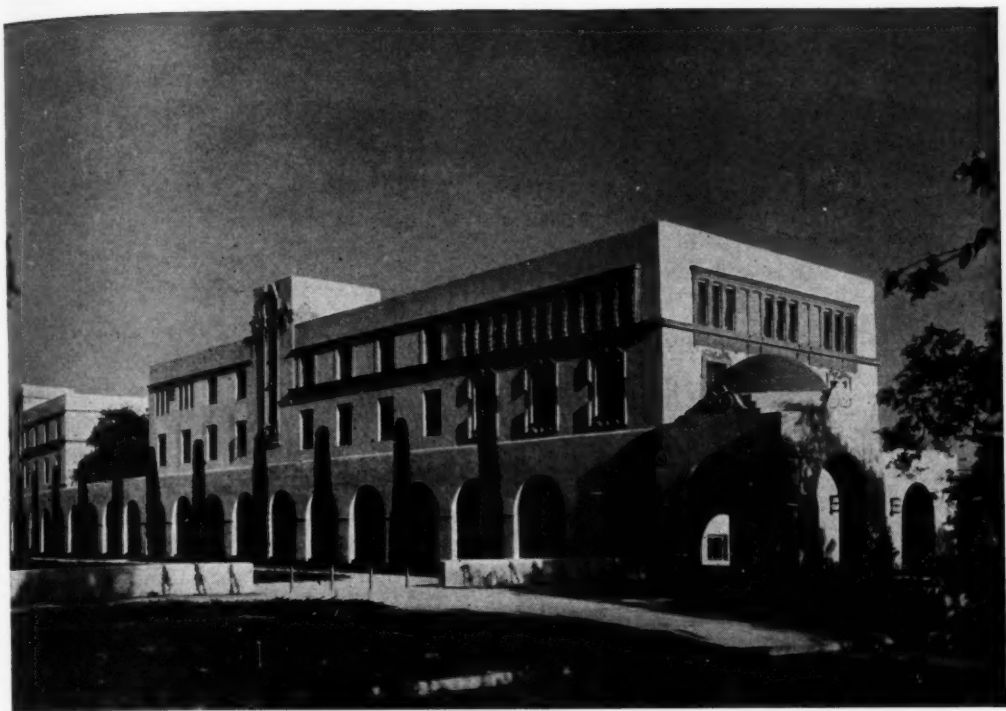
"The boss just gave me the devil for not following-up on that Smith report," sighed a discouraged employee. "Nobody told me I was responsible for it. Why can't they tell you what you're supposed to do?" Righteously indignant for being criticized unjustly, the employee might well ask why he is not informed exactly what his duties are. There may be a dozen reasons why the employee does not understand the scope of his job. A fair bet would be that he does not understand it because his boss does not understand it, and that in turn, because no one ever took the time to prepare a systematic statement of the duties and functions assigned to that job. Adequate performance of the function of supervision requires that the supervisor and the supervised both understand completely the duties and responsibilities of the job.

### Job Analysis Serves Line and Staff

Most authorities agree that information about jobs is essential for the proper performance of such staff personnel functions as selecting, placing, training, and determining compensation. Less commonly recognized is the fact that the same complete job information is necessary for the performance of the functions of managing and supervising by the line organization. The line manager or supervisor has traditionally been expected to acquire, through long experience, this essential information about the jobs over which he exercises supervision. In many

\* This article is adapted in part from a forthcoming series of publications of the Industrial Relations Section of the California Institute of Technology on the subject, "Selecting, Training and Rating Supervisors."





MUDD AND ARMS LABORATORIES  
CALIFORNIA INSTITUTE OF TECHNOLOGY

cases, however, the line manager's knowledge of the content of his subordinates' jobs is limited in scope, incomplete in detail, and even distorted and inaccurate unless some procedure is followed which provides complete, objective, and systematized information about each job.

The procedure of studying jobs in order to compile this information is known as job analysis. Job analysis forms the foundation for all constructive personnel work. It is likewise the basis for the most satisfactory relationship between the supervisor and his subordinates.

Job analysis may be defined as the process of studying the responsibilities, duties, operations, working conditions, organizational relationships, and other essential factors of any job or position preparatory to writing a

job description and a job specification. It is to be noted that the term job analysis is reserved for the *process* of studying a job, rather than for any written *product* or result of such study. Certain benefits to the organization result from the process of job analysis; other benefits are derived from the more important direct products of job analysis, i.e., job descriptions, job specifications, and job evaluations, while still other benefits may be received from both the process and the product.

By a job description we mean the written statement of the responsibilities, duties, operations, working conditions, organizational relationships, and other essential factors of a single job or position. A job specification is a written statement of the abilities, qualities, and characteristics which an individual



should possess in order to be capable of performing a given job in the standard manner. It is a special adaptation and interpretation of the material in the job description. A job evaluation is the appraisal of the relative value of a given job or position, in accordance with the requirements of the job or position, for purposes of wage and salary administration. It is a different adaptation of the material in the job description.

The development of a procedure of job analysis and the development of the products of such an analysis are directed toward making management more objective, more rational, more scientific. The scientific approach in the field of management may be described by two words: planning and control. The process of planning involves gathering the facts, determining a course of action, and establishing reasonable standards against which performance may be judged. Control contemplates putting the plan into effect, checking the results against the standard, and taking corrective action when needed to assure accomplishment of the predetermined results. One very important phase of planning is the careful development of a statement of the functions and operations to be performed, and the development of a statement of results which will be considered satisfactory. These statements can only be produced by a careful analysis of each job. Job analysis is essential for rational operation.

#### Concrete Benefits of Job Analysis

In view of this fact, the theoretical necessity for a careful analysis of all jobs as a preliminary step to successful management can hardly be denied. Such abstract reasoning about management, however, has failed in many cases to convince line managers and personnel directors that job analysis is necessary. What concrete benefits

are derived from job analysis which will convince the hard-headed but fair-minded executive that job analysis will enable him, his subordinates and his superiors to operate more effectively? Some of the more important of these benefits are discussed in the following paragraphs.

#### 1. *Job Content Reduced to Writing to Aid Management*

Information as to the content of jobs, methods of performing work, requirements of the workers, and the relative worth of the job should be the permanent property of the organization and should not be trusted to the memory of any individual. The written description of the job and its method of performance is useful in the never-ending effort of the line organization to perfect itself by the re-grouping of functions into new jobs, and the rearrangement of lines of responsibility and authority. Written descriptions of all jobs will make certain that organizational changes will be improvements.

When the A Manufacturing Company received a large order for production of war supplies, it was obvious that certain drastic changes in organization would be necessary in order to handle the new problems. A Management Committee was appointed to study the situation, and to devise a new organization. As its first step, the Committee called for the job descriptions and specifications for all positions. These were studied in detail. They served as the basis for a reassignment and a re-grouping of duties and responsibilities so that the present organization, with significant changes, was streamlined for the new production job. The new organization could be installed with good assurance that it would solve the problem.

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#### 2. Clarification of Responsibility and Authority

Good organization demands proper delegation of responsibility and authority, and it further requires that executives, supervisors, and workers understand clearly the nature and limitations of their authority and responsibility. Job analysis should require the supervisor and the worker in every case to reach a complete understanding as to responsibility and authority.

Probably the most common defect in organization is confused or uncertain delegation of responsibility and authority. In the operations of a public utility, neither the Power Station Superintendent nor the General Storekeeper felt it was his responsibility to prepare lists of all repair

parts and supplies which should be stocked, or to see that all repair materials were properly listed as to name and use. Each supervisor believed that these duties should be performed by the other. As a result, there were duplications of certain parts, shortages on others, and constant friction between the supervisors as to the blame for the trouble. Job analysis should reveal this area of uncertainty and should result in a clean-cut decision as to responsibility.

#### 3. Improved Relations Between the Supervisor and the Supervised

The process of job analysis provides one more means of direct contact between the supervisor and his assistants. Since this contact is directed toward clarification of their relationship, it should pro-

duce a better understanding by both parties of their mutual aims and objectives.

At the close of a two-hour conference between a foreman and his superintendent over the preparation of a description of the foreman's job, the foreman was heard to say, "You know, we've been so busy around here that this is the first time in two years I've talked to the boss about anything except rush orders and delivery dates."

#### 4. *Improved System*

System is the procedure installed to facilitate the handling of necessary detail in an orderly fashion. When properly used, it should make possible the most effective accomplishment of work through proper specialization of individuals or groups. System should protect highly skilled workers, supervisors, and executives from using their valuable time in handling detail which could be delegated to less skilled assistants. Job analysis will reveal ineffective utilization of the highest abilities of each worker or supervisor.

In the course of a job analysis in an office, the flow of papers was traced. It was discovered that four copies of a particular report were prepared each month, approved, and carefully filed, although no use was made of the information. The report had been prepared originally for a purpose which had long since ceased to exist, yet the system continued to grind out the useless information because no one had examined critically the need for performing that particular function.

#### 5. *Proper Specialization of Jobs*

Specialization is necessary for the economical performance of work on any large scale. The proper grouping of duties to form complete jobs makes it possible to have experts working in almost every phase of the undertaking. Improper

grouping of duties creates jobs which require combinations of ability, skill and training which are unlikely to be available. Job analysis will aid in determining the proper functional specialization of jobs.

A supervisor in a chemical plant was in the habit of performing his own chemical analyses for control purposes, in spite of the fact that the company operated a well-equipped laboratory for just such work. This practice had arisen when the company was smaller, and since the supervisor had had chemical training, and was interested in that phase of the work, it had always been accepted as satisfactory. An analysis of the supervisor's job revealed that the work of the department would be aided if the supervisor devoted his efforts to the full-time job of supervising, and called upon the laboratory for his chemical analyses. The need for such a decision became obvious when the difficulty of finding a replacement for the combination supervisor and chemist was considered.

#### 6. *Improved Methods of Doing the Work*

In the course of analyzing the jobs in his department, it may become obvious to the department head that traditional methods of performing the work are highly inefficient. The process of analysis focuses his attention on possibilities of eliminating certain operations, combining operations, and improving the sequence of operations as well as on improving and standardizing the methods of performance of work by individuals.

In the performance of a simple machine operation the operator complained of fatigue, but the foreman stated that production was not great enough. By a sensible application of the principles of motion economy and a small expenditure for re-vamping the equipment, the op-

eration was speeded up more than 40%. This was accomplished by proper positioning of materials, the use of a simple holding jig, the use of a foot operated control, and a simple release of the finished piece. Some very tiring reaches were eliminated. The foreman was delighted with the improvement, and the operator said, "I can't understand it. My production is way up but my backache is gone!"

#### 7. Selection and Placement

The basic requirement for adequate selecting and placing of employees is information on the requirements of the jobs. This is to be found in the job specification which in turn is prepared from data secured through job analysis. Without this information, the selector is groping in the dark, with the odds stacked

against his stumbling onto a happy solution of his problem.

Executives and supervisors are traditionally expected to "know men." Analysis of their bases of selection has revealed, in many cases, that totally irrelevant factors have been given great weight in considering various candidates. In other cases, in the absence of job analysis, selection has been based on the possession of qualities which may be diametrically opposed to those which should be possessed for satisfactory performance.

#### 8. Training in Job Content

The process of analyzing the duties and responsibilities of one's job as well as those of superiors and assistants is a very powerful training device. Job analysis, properly performed, should provide train-

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In a school using the Curtis Vocational Plan recently, the High School Principal, in a rousing talk to his students, said in part:

"We, in our High School, have had many advantages, some of which came to us without effort on our part. That day has passed and will not return during the war. What we get and what we enjoy from now on will be the fruits of our own efforts.

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lishing Company, who are with us today, you will learn of this Plan which will enable us to earn money to carry on all of our school activities for the remainder of the year.

The work which we begin today will not only take care of our many requirements for this year, but we can repeat this Plan next year; and again, through the money earned, obtain all of the things necessary to carry on our school activities . . ."

Now more than ever school students need to do things for themselves, become self reliant. If your school has not used the Curtis Plan this year, it merits your consideration.

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ing in job content for rank-and-file workers, supervisors, executives, and staff assistants who may be employed in the process. The written job descriptions resulting from job analysis provide direction for an organized training program and material on which executive training can be based.

A man associated with the training program of a rapidly expanding industry writes: "Our training work has been rightly criticized, but we could have avoided most of our mistakes if we had had complete job descriptions before we started work."

#### 9. *Rating to Judge Individual Merit*

Every employee appreciates a fair appraisal of his work, and constructive criticism or recognition for achievement. All ratings must be to a considerable extent subjective. Their validity is increased if fair standards for satisfactory performance are established on each job. The formulation of such standards is a part of the process of job analysis.

Jones was a competent foreman except that he found it very difficult to criticize an employee's work. He tended to yield to a natural reaction to be too "soft," and as a result certain of his employees would "see how much they could get away with."

The foreman discovered that the root of his difficulty was in the fact that often he could not fairly satisfy himself that there was an indisputable basis for "calling an employee on the carpet." This problem was greatly relieved when a careful statement of fair standards of performance was worked out for every job, and a rating program was set up which gave independent measures of each employee's achievement as judged against the predetermined standard. Jones could then lay the facts on the table for the wayward employee and permit him to a

large extent to make his own criticism.

#### 10. *Wage and Salary Administration*

The most concrete benefit from job analysis is the development, in convenient form, of all of the information necessary for an evaluation of the jobs for purposes of wage administration. So compelling is the necessity for proper job evaluation that in many cases the analysis of jobs has been undertaken for this reason alone. Wage inequities are certain to arise unless compensation is based on a careful study of the duties, requirements and working conditions of the jobs.

One enterprise, operating with very informal wage procedures found itself expanding rapidly because of war work. Wages showed no logical pattern; they were high in one department and low in others, and were finally "frozen" in that condition. Increasing difficulties were experienced over wage problems until a program of job analysis and a job classification plan were installed. The War Labor Board could then be petitioned for a readjustment of rates along more workable lines.

Ten compelling ways have been suggested in the preceding section by which job analysis, the process, and the resulting job descriptions and job specifications can aid in the performance of personnel functions. In this sense, "personnel" carries the broader meaning including both the staff function and also the line problems of directing the activities of men and women.

#### *Entire Organization Involved*

Job analysis can benefit both the line manager and the staff personnel specialist. In order to realize these benefits it is necessary to have the interested cooperation of top management, line supervision, personnel specialist, and rank-and-file employees. Without this organization-wide recognition of the



basic importance of job analysis, it is unlikely that the potential benefits will ever become realities, or indeed, that a careful and complete analysis of all jobs will ever be accomplished. Top management must push the whole program, line executives and supervisors must carry the bulk of the burden of analyzing and describing the jobs and of using the resulting descriptions and specifications, the personnel department must facilitate the process of analysis by assuring the uniformity of the job descriptions, and the rank-and-file employees must be prepared to help with the analysis of their jobs to the limit of their abilities.

The active participation of all of these groups in the program of job analysis is the best insurance of its success. It is as true of this as of other programs that "we are mildly interested in what others do for us, but we are profoundly interested in what we do ourselves." Job analysis is an undertaking of sufficient basic importance to engage the active interest of every individual in the organization.

Procedures usually thrive under the pressure of necessity; this certainly applies to job analysis. It may be embarrassing to management, however, to start a program of job analysis when Manning tables must be prepared for next week, or when wages must be negotiated or readjusted starting tomorrow. Likewise, the quality of the program may suffer if it must be started under pres-

sure to meet a deadline. Job analysis is a basic preparatory step. The time to start is now; the time to say "well done" is only when the benefits of job analysis have been extended to rank and file, supervisors, and executives alike.

**THE JOB SPECIFICATION.** *Information on the requirements of a job—a valuable by-product of job analysis—is indeed most important to the intelligent selection and placement of employees, as emphasized by Professor Veysey in the foregoing article.*

*Forward-looking employers are today concerning themselves with future as well as present needs and their personnel officers would do well to place in the hands of school and college placement and course-guidance officers, the specifications of those jobs that will likely be most difficult to fill one, two, three or four years hence.*

*Thus armed, educators can, with assurance, encourage definite patterns of educational and vocational preparation for those students found otherwise to be qualified to meet the known standards of employers.*

*Personnel Officers and employment managers equipped with job specifications, and wishing to experiment with the above outlined suggestion, in connection with either immediate or future personnel needs, are invited to communicate with any of the college placement officers listed on Pages 72 to 79 of the March number of School and College Placement. Ed.*

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# ADJUSTMENTS TO THE EFFECTS OF THE WAR ON THE SECONDARY SCHOOL GUIDANCE PROGRAM

## A Symposium

REPORT OF THE SCHOOL GUIDANCE COMMITTEE—*The kaleidoscopic changes in the educational scene resulting from the war put a very heavy burden on guidance leaders. New demands of the armed forces, new school courses to meet these demands, uncertain post-war conditions, the pressure of the shortage of time—all these make the guidance program more than ever the center of the schools' efforts around which revolve the curriculum, the pupil, the faculty, the war-time needs and peace-time hopes.*

*To report on the changes taking place in the schools' efforts, the Committee investigated the actual work of various leading high schools in certain areas.*

### WASHINGTON, D. C.

WALTER J. GREENLEAF

*Specialist, Occupational Information and Guidance, U. S. Office of Education*

**L**IKE any other large city, Washington, D. C. has its wartime opportunities for youth—not in factories, shipyards, or munition plants—but in every agency of the Federal Government, not to mention openings in private business, offices, stores and hotels. Since the declaration of war, Washington has become a Mecca drawing economists, experts in all fields, administrators, assistants, and clerical workers from all parts of the country until living quarters have been filled to capacity. Homes have been emptied of servants who readily find better local opportunities. Want ads in the newspapers show opportunities for men and women, young and old, to work full-time or part-time at attractive salaries. Drop-outs of teenagers from high schools are relatively large.

There are 11 high schools in the city; 8 for white pupils, and 3 for Negroes. The total enrollment as of February 12, 1943 was 13,892 pupils compared with 16,258 a year ago, representing a loss of 2,366 since the beginning of the war. As between boys and girls, the loss was about equally divided—1,237 boys and 1,129 girls.

For a number of years guidance counselors on a part-time basis have been advising students in these high schools, but the present program with a city-wide director of guidance

(known as Head of Department of Guidance and Placement) is less than two years old.

To gain some information as to how the war has affected the guidance programs in these schools, contacts were made with five schools representing 6,464 pupils. The counselors in each of these high schools gave their views on guidance as offered in war-time:

#### School I

We plan to adapt our services to whatever new needs may arise from time to time. There are variations in usual techniques, but problems connected with the Armed Services open up a new field for service by the Guidance Department.

*Occupational Problems.* Opportunities for well-paid work tempt a great many high school youth to leave school. Many leave without consulting school authorities but brighter students who insist upon leaving contrary to advice are urged to take a trainee or apprentice job, or to take a short Defense Training Course rather than rush into a dead-end job.

Many pupils continue as full-time students and at the same time hold down jobs anywhere up to 48 hours per week. This results in very poor school performance, with pupils sleeping through classes, being absent a great deal, and giving absolutely no time to home preparation. Impairment of health has been noted with no satisfactory solution



Photo by U. S. Office of Education

CAPTAIN EDDIE RICKENBACKER POSES WITH YOUNG REPORTERS REPRESENTING THE HIGH SCHOOL PRESS

to the problem; efforts to remedy the situation usually lead the student to keep his job and withdraw from school. A partial remedy for the problem of full-time jobs for full-time students has been found in offering credit for the work done outside school when combined with a program of curtailed studies. A number of students attend school half a day and get school credit for clerical work in Government Departments or other well-run offices, for work in the Navy Yard or Bureau of Standards, or in private printing or welding establishments and machine shops.

It has been found necessary to shift emphasis from advertising available jobs to protecting students from employers who try to

railroad pupils into their respective departments or firms. Terrific pressure comes from government departments, the Civil Service, and private employers, and the counselor has great difficulty in keeping students from being unduly influenced by high pressure tactics.

*Educational Problems.* Previously many students finished high school with a smattering of many subjects and no real knowledge or skill in any line. The War has aroused in many students a desire to prepare themselves for some particular line of work in or out of the Armed Services. The Counselor's advice is now sought by hundreds of students who formerly had but one idea in their school careers—taking what they “like,”

and the Victory Corps is giving additional emphasis to the advantages of a unified purposeful course of study.

The Counselor has "sold" to the young men of the student body the Pre-induction Courses suggested by the Army. Every boy in the Senior Class is taking one Pre-induction Course and one mathematics course.

Many bright pupils are interested in acceleration. By means of long-range planning to include carrying extra subjects and attending summer school, pupils arrange to shorten their time in high school without sacrificing coherence, and thereby get to college or to work sooner—desirable goals in total war.

College preparation has taken a position of less importance. Those planning to go to college are encouraged to have a career in view.

*Guidance Related to Military Service.* A great volume of information about the Armed Services has been collected and distributed by the counselor. Boys are supplied with information on where and how to register with their Draft Boards and assisted in filling out their questionnaires. Those becoming 18 years old apply to the Counselor for letters substantiating their requests for deferment until the end of the semester. Hundreds of transcripts, letters of recommendation and papers have been requested and are made available. Recruiting officers from different branches of service visit the school.

### School 2

We are counseling our youth to "do effective wartime work." Of course we try to have this training permanently useful as well as immediately helpful, but the war effort comes first. Our guidance with the boys leans toward fitting them to take their places in the armed services; with the girls toward fitting them to do competent work for gov-

ernment, business, and industry. It is so easy—too easy—for boys and girls to get jobs that the problem is one of impressing them with the necessity of thorough preparation in order to be of service, to keep a job, and to win promotion. We encourage above-average girls and younger boys, under 17½ years, to continue their education at college, but with such tempting jobs open, more are going to work, and fewer to college.

There is more need for counseling the individual youth in regard to personal or special problems than ever before. The home life has been turned topsy-turvy in many cases. Mothers have jobs. Fathers are in the service or have new jobs. There are many strangers within our gates. Brothers and boy-friends are on their way to distant and dangerous spots. Home has become a strange place, made uncomfortable by cold, with food a little doubtful as to kind, quantity and preparation. Entertainment is of a very different kind now that automobiles are withdrawn from circulation. All this leads to emotional and physical upsets. The counselor must help pupils and their parents in time of stress, for the school-house is one of the few places which has kept its stability. In a world of sudden and bewildering changes, there is satisfaction in finding something which is in the same place, where life proceeds in much the same way.

Counseling is perhaps the most important of all our work. Recently we have been filling out a wartime inventory for every boy in school who is 17 years of age or older. A full period of 45 minutes is devoted to each boy, and he is given a chance to get a picture of himself and an opportunity to discuss his individual problems with the counselor. We have completed 120 of these conferences—one of the most helpful things in guidance.

Through assemblies, exhibits, posters and

charts the student body is kept informed of developments which affect its members. Former students of the school now in the armed forces are being recognized through follow-up work, Honor Roll, and a correspondence club of teachers and pupils for the exchange of letters with soldier and sailor friends. Cooperation is given to such drives as Red Cross, First Aid, Home Nursing, Victory Books, scrap, war stamps, Civilian Defense and rationing.

### Schools 3, 4 and 5

(Much of the information given in schools 1 and 2 is pertinent in the remaining three and therefore omitted.)

All of these schools are faced with the problem of inducing students to remain in school. Dropouts are followed up through such sources as pupil interviews, section teachers, telephone calls and visits to the home and work permits.

Senior girls often leave before graduation, take two subjects in night school, a full-time daytime job at about \$1440 per year and graduate with their class.

Boys are receiving special guidance with regard to the armed services. At one school the Navy Department recently gave validation tests to determine their use in selecting pupils with aptitude for science. Validation tests in mathematics have been given by the Civil Service Commission for standardization purposes, and Army tests were also given by the City Research Bureau.

More pupils than ever before are doing part-time work—between 500 and 600 in one school—much of it in the government. Those under 18 years of age must have work-certificates.

One school which for many years has stood for academic training and college preparatory work reports that many changes have been brought about by the war. Only

a comparatively short time ago a business course was added to the curriculum, and more recently courses in household economics aimed to teach girls to be efficient in household duties and home nursing.

Pressures on pupils are particularly noticeable since the War. The daily schedule of courses is more crowded, there is less time for study and leisure hours are taken up with war activities. The counselor finds that there are more personal and health problems resulting from the increased tempo of daily life.

### Summary

Guidance in wartime is still a process of supplying information about individual pupils and about the community in which they live; of emphasizing individual counseling, research, and evaluation procedures; of extending service to out-of-school youth and adults; and of gaining the cooperation of school counselors, entire school staffs, and all various special services in the community including those of the Army and the Navy.

Guidance procedures in the Capital City are not held up as models, but are discussed rather to show what adjustments have been made in their programs due to the war. From the foregoing summaries it may be concluded that the guidance counselors have turned their attention away from peacetime activities and have equipped themselves with information and literature about wartime service. They are accenting opportunities in all phases of the war effort, coping with new personal problems resulting from wartime living conditions, stressing good health, and urging intensive education *now* as a protection against the future. And finally the counselors are helping pupils to make plans both for military service and post-war activity in order to smooth the occupational paths in a distorted world.



## PROVIDENCE, R. I.

CHARLES F. TOWNE

*Deputy Superintendent of Schools  
Providence, Rhode Island*

**D**URING the years of peace, the American public schools teach for peaceful living. When war comes, they teach for war. This has been true in all our history. It follows, therefore, that the problems of guidance change as the emphasis changes. The main functions of guidance are to help each student

1. To discover his strong and weak points.
2. To take advantage of those educational opportunities offered by the school which promise to serve him best.
3. To select some field of knowledge or skill which will help him on the next step of his development.
4. To choose his college or career with due regard to the known facts about himself and his opportunities.
5. To learn how to understand people and to get along with them.
6. To develop sound character and good citizenship.

It should be remembered that the functions listed above are not the sole responsibility of the guidance officer, but a joint responsibility shared by all teachers and workers who come in contact with the student. It is the duty of the guidance officer to coordinate all the forces that play upon the student and to individualize them to the point where they become meaningful to the student himself. With these facts in mind, let us see what the war has done to the secondary school.

In the years immediately preceding our entry into the war, much emphasis was laid upon the social studies. The purpose was to promote an understanding and love for de-

mocracy in a world in which "isms" of one sort or another were competing for the loyalty of mankind. In addition to the promotion of democracy, the Providence social studies program was expanded to include a sympathetic treatment of our Latin American neighbors. This was in line with the good neighbor policy of our government. The regular school program was in full swing, but the emphasis was upon democracy and hemisphere solidarity.

The attack upon Pearl Harbor not only changed the emphasis, but projected other subjects into the field. In Providence, in response to the appeals of the Civil Aeronautics Association and other agencies, the schools introduced courses in pre-flight aeronautics and navigation with emphasis on global geography. At the request of the War Department, pre-induction training courses in electricity, mechanics, shop work, radio, and automotive mechanics were introduced. The need for women to take over many places in industry and in activities such as nursing was recognized. The physical education program was increased from two to five periods a week, provision being made for the substitution of swimming or participation in varsity athletics during the season, or mass athletics as a substitute for one or more periods of physical education.

To give point to the war effort, certain courses were designated as war electives, and each student is required to include one of them in his program each term. The list of war electives is as follows: Mathematics—Basic, algebra, geometry, trigonometry; Automotive Mechanics (Fundamentals); Blueprint reading; Chemistry; Electricity; Machine Shop Practice; Mechanics (Fundamentals); Mechanical Drawing; Metal working; Navigation; Physics; Pre-flight aeronau-

tics; Radio (Fundamentals); Clothing; Consumer Education; Filing; Home Nursing in War Time; Machine Operating; Nutrition; Red Cross; Shorthand and Typewriting.

For purposes of graduation, it was arranged that war elective courses may be substituted for present courses when necessary, even though a two or three-year sequence was destroyed thereby. The high school diploma will be granted under the following regulations:

#### 1. Relations with colleges.

A diploma may be granted to a student who

- Is a member of the 12th grade in good standing
- Is at least 17 years old, or physically and socially mature
- Has achieved an average of B in those subjects which he presents which are accepted for college entrance

#### d. Achieves a mark of B or better in

- The American Council Scholastic Aptitude Test
- The English Survey Cooperative Test

- Has successfully completed the first year of college work.

#### 2. Relations with the Armed Services

A diploma will be granted to the student at the time of the graduation of his class, providing he is a member of the 12A grade in good standing at the time when he is inducted into the armed services.

NOTE: The armed services: Army, Navy, Marine, or their auxiliaries.

#### 3. Relations with Employment

No diploma will be granted to students who leave for employment before the end of the prescribed course except that the principal may continue to accept a limited amount of work experience as a substitute for school work of a similar nature. This marks no



Photo by U. S. Office of Education

COLLECTING JUNK IS A UNIVERSAL PROJECT OF IMPORTANCE IN WARTIME

change over our present practices. However, it should be remembered that only pupils in good standing and who expect to graduate may be granted this privilege.

Special provision was made for over-age boys in the 10th and 11th years who were nearing the induction periods or boys whose records indicated they might not be able to stay in school long enough to graduate. Their programs were constructed with the idea of giving them the best possible preparation for their induction into the Army.

The programs of the college preparatory students were not involved except that physical fitness was emphasized and they were urged to substitute war electives for the regular courses wherever this could be done without impairing college preparation.

The following quotation from the bulletin covering the war electives program indicates

the problems faced by the guidance department. "While provision is made for the substitution of war electives for much of the regularly required work or for objective electives which are required for entrance to specific colleges, it is evident that the average student must carry a heavier load than heretofore. It is of the utmost importance, therefore, that the selection of subjects be made with extreme care. It is at this point that the guidance department must function efficiently. Students must be helped to budget their time most carefully."

Co-incident with the establishment of the war electives, the High School Victory Corps came into being. The plans governing the High School Victory Corps are of such a nature that it was easily introduced into our system without disrupting our established program. However, the guidance department was obliged to keep its main features in mind in advising pupils regarding their selection of courses.

The drafting of the 18-year-old youth has posed another problem for the secondary schools. The enrollment in the colleges has suffered materially because of this act, many high schools have lost a good proportion of their senior classes, and some of the lower classes have been reduced by the removal of these students. One of the results was that the colleges modified their entrance requirements, announcing that they were willing to accept students of unusual ability who had not completed the full entrance requirements demanded by the college.

Naturally the secondary school viewed the action of the colleges with disapproval, since they felt that they were much better able to serve the welfare of the high school youth than were the colleges. The guidance officers, however, by careful work, were able to locate a few superior students and assist them in their efforts to move forward to the college level.

In the Providence system the secondary school students are carried on three levels of work; C, B, A, the C level being the college preparatory group. The courses are differentiated and the rate of progress of individuals is conditioned by their natural ability, their interest, and the environmental influences which surround them. The guidance department now has before it the problem of developing accelerated programs for those individuals whose ability and interest give promise of success. It is our belief that few pupils should be promoted without giving evidence of mastery of their work. Consequently, a carefully planned program is needed at this point.

From what has been said, it may be seen that the changes in the problems facing the guidance program are as follows:

1. The necessity of studying and presenting to the students a list of occupations which are found in the Army, the Navy, the Air Corps, and the Auxiliary Services.
2. An analysis of the knowledge and skills required in each of them.
3. The administering of tests and instruments of self-measurement for the purpose of helping students determine whether they should elect certain courses.
4. Advice regarding the war electives.
5. Plans for the acceleration of individuals where college or high education may be indicated.
6. Keeping records, test data, and all other material up-to-date and readily available.
7. Securing current information about opportunities for women definitely connected with the war effort.
8. Systematically advising all boys and girls regarding their plans for the rest of their time to be spent in school and for the years to follow.

At the beginning of this article, it was stated that during periods of peace, schools

teach for peaceful living. During war they teach for war. This may suggest that education for peace is diametrically opposed to education for war. Nothing is further from the truth. The basic materials of instruction are essentially the same for both ways of life. The only thing that changes is the emphasis. This is a totalitarian war, fought by men who are variously skilled in mathematics, science, and machinery. Consequently mathematics and science with their application to machines, receive the major emphasis, but machines must be made and fought by men. Consequently health and physical fitness are important. It is evident that many of these items which now receive emphasis can be, with slight modification, turned to the uses of peace as well as of war. Proper guidance helps each individual not only to prepare himself for war, but also to keep in view the many years that lie ahead after the victory is won. Some leaders in

high places have criticized the products of our secondary schools saying that their graduates can neither read nor write nor figure. It is worth noting, however, that a miracle of some kind must have been wrought, else how could it be possible in the brief space of fifteen months to build such an Army and Navy as the United States already has if our boys were not somewhat prepared? No other nation in the world has or could so quickly mobilize and prepare its youth for war as we have done. It can only be explained by the fact that the public schools, even when teaching for peace, have gone far toward preparing their youth for war, and that the skills involved in arithmetic, reading, and writing were there even though a trifle rusty. The guidance officers taking due account of all the factors will help the younger students to prepare themselves more quickly and effectively than even their older brothers were prepared.

## THE CHICAGO AREA

DR. LESTER J. SCHLOERB

*Director of Occupational Research  
Chicago Schools*

**I**N THE schools of Chicago the pre-service guidance program is being especially organized around a number of problems on which the committee is working at the present time. The problems have been compiled from responses of counselors in secondary schools, deans in colleges, placement officers, and counselors in community agencies. The question directed to them was to comment on "urgent guidance problems with which the war confronts you and your colleagues." The following topics were deemed most significant:

The need of accurate, up-to-date occupational information.

The problem of the drop-outs and school leavers.

Selection of students for higher education, including purpose of this education and the criteria to be used.

Acceleration programs and reliable selection criteria, including the selection of students and the consideration of other plans of acceleration.

Selection of the educational level at which pupil interests should be aroused to war needs, with special concern to the group that will probably need a plan for wartime participation.

Counselling for war needs and post-war needs.

Special problems of minority groups.

Special student problems of delinquency, dislocation of family life, lowered vitality and

other health disturbances, morale, and so forth.

Special war-time inventory of students. Coordination of school guidance services with the Selective Service.

Relationships of the school guidance services with United States Employment Service and the War Manpower Commission.

Integration of the Victory Corps program

with the counselling program of the school.

Maintenance of standards of working conditions for young workers.

Development of policies regarding employment of youth.

The organization of community resources for counselling, especially for those who have left school.

## LANSDOWNE HIGH SCHOOL, PENNA.

CARLTON ABBOTT

*Principal*

**O**UR guidance program is expanding its scope to include courses, subject matter and activities which will help to prepare students for most effective service in the armed forces or wherever else they may be after leaving school, and to take an active part in the war effort while still in school.

New courses have been introduced including pre-induction and Red Cross courses given as part of the Victory Corps program. A new Health Department has been added, by way of emphasizing the importance of good health as the first step toward effective participation in the war effort.

A Distributive Education department has been added, following the regular state plan under the George-Dean Act, which has as its purpose the training of workers in distributive occupations. Eighteen Seniors are enrolled in this course which requires fifteen hours of actual experience in addition to fifteen hours of class work. They are employed by such stores as Lits, Strawbridge and Clothier, Henessey Gift Shop, Sears, Roebuck & Co., Kresge, Woolworth & Co. and Horn & Hardart. These students are rendering a real community service while acquiring valuable training and experience.

Some progress has been made in correlating subject matter in various fields and in relating it to present problems. The follow-

ing are examples of adaptations being made.

1. *English*—Fundamentals stressed, such as improvement in speed and comprehension, in oral and written expression;

Reading in fields of war, present day and post war problems and new war literature such as Millay's "Murder of Lidice";

Correlation with history through study of political and social background;

Interpretation and integration of democratic philosophy and events of the war as expressed in such work as writing of Victory Corps Induction Program.

2. *French and German*—More individual work possible owing to waning interest in these languages resulting in smaller classes;

Study of France's contributions to civilization and of French colonies in Africa;

Knowledge and interpretation of countries and people leading to deeper understanding, greater tolerance and looking forward to the future and peace.

3. *Latin*—Relation to other languages emphasized;

Attention to situations similar to the present, such as growth of the Republic;

Coordination with such subjects as English and History.

4. *Spanish*—Increased knowledge and understanding of our Latin American countries and people.

5. *Economics*—Discussion of all phases of the war. Student forums.



6. *History*—Study of democracy vs. other forms of government, war, financing, inflation, natural resources, geography, causes of present war as compared with those of the World War I.

7. *Mathematics*—Elimination of unessentials and much of the theoretical in favor of review of fundamentals and emphasis on the practical application to present day situations such as building ships, airplanes, etc.

8. *Chemistry*—Unit on War Gases and Explosives added.

9. *Physics*—Unit on Aeronautics added.

10. *General Science*—Scientific development brought about by the war;  
Unit on Aviation added.

11. *Clothing*—Care and renovation of clothing; New synthetic fabrics.

12. *Foods*—New recipes to meet present rationing situation; Nutrition in war time.

Numerous activities are under way in the school to effect the students' participation in the war effort and their preparation for service. Under the Victory Corps Program there are salvage campaigns; Red Cross work including Home Nursing, First Aid, and the making of Surgical Dressings and Over-seas Kits; and pre-induction courses including military drill, aeronautics, navigation, radio, auto-mechanics, model plane building, air raid warden instruction.

A follow up study of dropouts has been started. An interview is held with each student before he leaves school for the dual purpose of securing information and of discussing with him his immediate and long-range plans.

Panel discussions on Careers in Wartime are held. Juniors, Seniors and their parents are invited to hear a discussion of present-day opportunities for high school graduates by representatives of the Army, Navy, War Industries, Business, Home Economics, Nursing, Civil Service and Higher Education.

Vocational guidance films are shown and topics such as "Life in the Navy," "Summer Work on the Farm," "Victory Gardens," are presented by special speakers.

The school has a special placement service for part-time work, the purpose of which is to provide worth-while work experiences for the students and to render a war-time community service. This includes work in stores, caring for children outside of school hours, and helping with trays and dishwashing in hospitals.

Information is disseminated concerning rapidly changing conditions affecting enlistment in the armed services, nursing, nurses' aides and other war and defense work; changing college entrance requirements, short terminal, cooperative and accelerated courses; scholarship opportunities, and vocational guidance.



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## POST WAR OUTLOOK FOR ENGINEERS

DR. HARVEY N. DAVIS

*President, Stevens Institute of Technology*

*A thought-provoking answer to the question which is in the minds of so many concerning the post-war effect of the current expansive engineering training program, is given in the following article. After receiving his A.B. and M.A. degrees from Brown University, where he was Instructor in Mathematics and his Ph.D. from Harvard, where he served as Professor of Mechanical Engineering, the author in 1928 became President of Stevens Institute. Dr. Davis is a Fellow of the American Society of Mechanical Engineers, Regent of Smithsonian Institute and Honorary Member of Franklin Institute.*

**Y**OUR editor in her invitation to prepare an article on the Outlook for Engineers has provided several interesting points of departure in suggesting that (a) when the war effort will more or less be completed the problem will arise of using the engineers in some other work, (b) in the depression years engineers were affected by a serious unemployment problem, and (c) intensive courses now being offered to provide an adequate supply of engineers as quickly as possible will produce an ultimate over supply.

A sweeping answer would be to say that those of us responsible for the training of engineers have been of the belief right along that there is nothing but a shortage of engineers visible for the long pull, and that this shortage looms larger than ever in the face of the reconstruction job which lies ahead.

Of course engineers were affected in the depression years, but not every company nor every industry was "penny wise pound foolish" during that time. The demand for engineering college seniors during those years was 35% ahead of the demand for arts college seniors, and many engineering graduates found their way into jobs in business and industry that formerly were occupied by the arts college graduate.

Many companies used the depression years



DR. HARVEY N. DAVIS

to further research, development and design, and came out with new or wholly redesigned products. Others studied production methods, decided how to cut corners and costs, and found they could get business at lower prices and continue to pay engineers' salaries. Others, so they said, simply hired cadet engineers "to hang on chandeliers," but whether they hung them or not, they found themselves ready when the war

years came with men trained to accept responsibility.

Just before we entered the war, it was estimated that the country could count only 300,000 active graduate engineers, against an estimated need of 600,000 for the war industries alone. At that time all the engineering schools in the country were graduating 12,000 seniors each year. There has since been an increase to about 15,000 a year. Any further stepping up will likely be gradual, first because of lack of engineering college facilities, and second because the process of training begins pretty well down the line in the high school.

A great many intensive technical training courses are being offered, and they are of great value chiefly in freeing junior graduate engineers from routine jobs usually performed by them, as a preliminary step to more exacting, responsible, or creative jobs

ahead. These courses cannot be substituted for the thorough training in the fundamentals of mathematics and science over extended periods that produces graduate engineers. They may be compared with the training of an unskilled worker to do a single machine process, who can then be fitted usefully into the plant production pattern, but who can by no stretch of the imagination be considered a skilled machinist.

The United States Navy, for all the pressure on it to enlist partially-trained men has now recognized that for engineering specialists it must provide a curriculum extending over eight full terms.

#### Technological Advances

Tremendous technological advances are being made during this war. Many of them are of the hush-hush variety that will not come to public view until the war is over. But everyone is aware of the great strides being made by aviation, with the farthest point of the earth now only 60 hours away. Tremendous amounts of aluminum are being made, and its production should be on such a scale that peace-time uses will be found for this light metal that were only dreamed of before the war. Magnesium has come into use on a real commercial scale. Advances in the use of metals and plastics will revolutionize the design of all sorts of machinery and equipment. Discoveries in the chemical uses of petroleum as distinguished from its use as fuel; developments in the use of the electron tube and of radio; all of these things carry the seeds of whole new industries. There is nothing, on the technical side, to prevent our looking forward to the greatest advance since the Industrial Revolution. This is the spectacular side of the engineer's job.

#### Post War Opportunities

Everyone is aware of the growing short-

ages of automobiles, radios, refrigerators, washing machines, domestic appliances of all kinds and metal ware, of all of which the manufacture has stopped or dwindled to a trickle. Housing construction, except for war purposes has ceased. Many kinds of industrial activity normally supplying the civilian population have slowed up. This is the every day engineer's job piling up until after the war.

When peace comes undoubtedly many more engineers than have ever been used before will be kept in the service for an indefinite period of time. Many of those engineers who are discharged from the armed forces after the war will be conditioned world travelers, and will find opportunity in worldwide reconstruction, particularly as engineering education in Europe is probably at a low ebb.

On the radio a few weeks ago, Mr. Churchill described a tentative outline of a plan for de-mobilizing England after the war. We too shall have our own problems in de-mobilizing 20,000,000 war workers, and most of the 11,000,000 or more members of the armed forces. Congress has had a social security plan handed it for study. However much these tentative schemes may partake of the will-o-the-wisp, no one doubts but that some plan will have to be evolved to tide us over the demobilization and reconstruction periods. Some one has suggested starting off with a peacetime economy of 113 billions. If all this is coming about, who but the engineers will be in a position to implement it? They are the ones who have keyed our wartime economy to a similar pitch.

The world in general, I think, still regards engineers as merely master technicians. Even Walter Lippmann in one of his newspaper essays said that engineering is a very bad analogy to bring up if you are thinking about politics, because engineers handle only inanimate materials, whereas politicians have

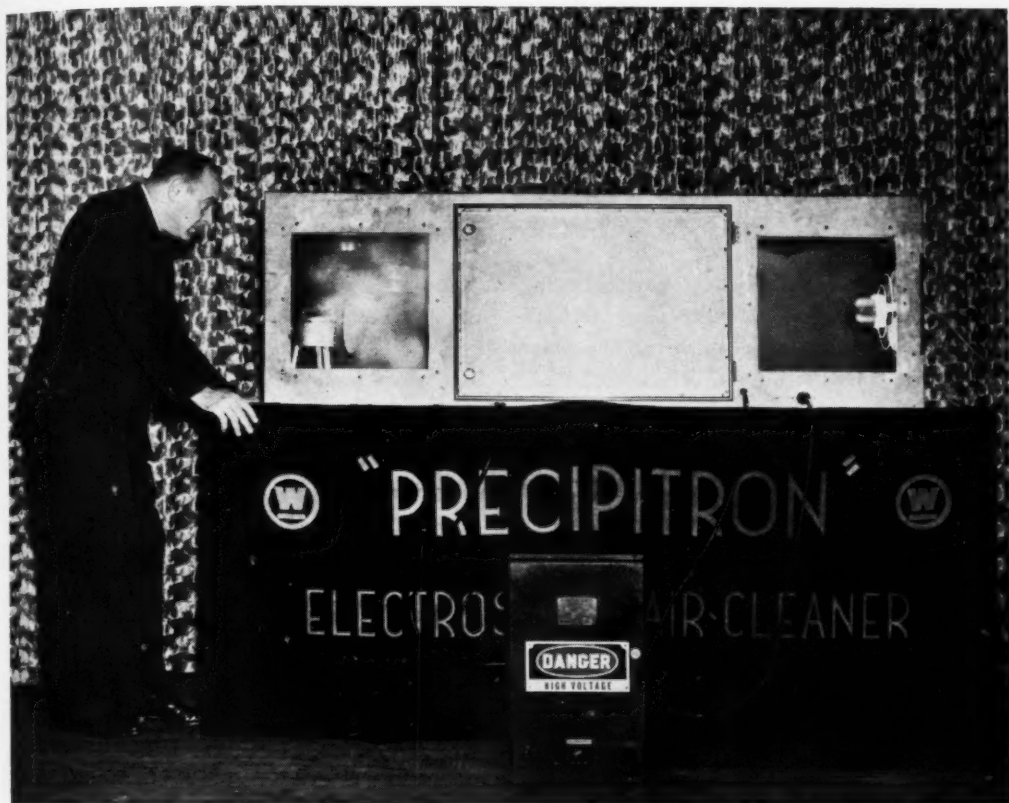


Photo by Westinghouse Electric &amp; Mfg. Co.

#### NEW MACHINE "EATS" SMOKE

NEW YORK, N. Y.—A SMOKE CLOUD DISAPPEARS AS IF BY MAGIC IN THE WESTINGHOUSE PRECIPITRON. IN THE GLASS-PANELED COMPARTMENT AT LEFT OF THE MACHINE, A SMOKE CLOUD IS EMITTED. AS IT PASSES THROUGH A SERIES OF ELECTRIFIED CELLS THE SMOKE PARTICLES ARE PRECIPITATED. AIR IN THE COMPARTMENT AT THE RIGHT END OF THE MACHINE HAS BEEN COMPLETELY CLEARED OF SMOKE.

to handle men. It apparently had never occurred to Walter Lippmann that handling men has been for years an essential part of the work of every practicing engineer. He was thinking of the pure scientists when he spoke of handling only inanimate materials.

But, if you will look back again at history, you will see that during the last half-century engineers have become a good deal more than master technicians. The shift of many engineering-trained men from the role of master technicians into the role of managers began something like fifty years ago with the work of Frederick Winslow Taylor,

Henry Lawrence Gantt and that whole group of engineering-trained minds that brought management into the field of rational study and conscious planning. Today American production managers, many of whom are engineering-trained men, lead the world.

#### Engineers as Industrial Administrators

Is it not reasonable to believe that just as the technical practice of engineering fifty years ago developed a group of men who became the finest production managers of the world, so now production management may produce a group of men who will be-



come industrial administrators in the very highest sense of that term, men with vision beyond the plant, men with an understanding of what is going on all over the country and the world, men with the ability to play wise parts in shaping the course of civilization through this transition era that is upon us?

There are several reasons for believing that engineering-trained men may perhaps prove to be apt students and sagacious practitioners of the difficult art of industrial administration.

For one thing, engineering-trained men all through their professional careers have been accustomed to visualizing a distant goal—to seeing visions and dreaming dreams about a bridge, a tunnel, a railroad system, a public utility which does not yet exist anywhere except in their imaginations—and then settling down and putting one stone on another, attending to one detail after another, never losing sight of the forest for the trees, until they have made those dreams come true. Something of that sort has to go on in the field of the interrelationships between industry and the general body politic, the general social group, if we are to arrive where we would like to be fifty years from now.

For another thing, engineering-trained men are used to looking facts in the face. They don't inherit their opinions or their methods of procedure from grandfather. They develop new solutions for the new problems that are put up to them. *But* they never extrapolate very far at any one time into the *terra incognita* of increased or novel functioning beyond what experience has already verified as safe and useful. They progress step by step, testing their way along a path of orderly progress. That is the kind of change we want in our social development today—an orderly step-by-step progress in

which each step is not too far extrapolated beyond today's knowledge and is thoroughly tested before the next is tried.

Furthermore, engineers for years have been bridging the gap between the pure theory of the physics and chemistry laboratories and the practical accomplishment of results useful to mankind. It is unreasonable to suppose that engineers may perhaps be able to develop a similar facility in bridging the gap between the pure theory of the economists and the sociologists and actual working institutions of benefit to mankind?

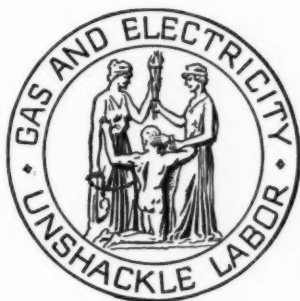
Finally, by the very nature of his work, the engineer is in a strategic position between capital and labor. The engineer has to deal with capital; he also has to deal with labor. He has to understand the point of view and the prejudices of each group. Starting from that neutral vantage point, is it unreasonable to hope that the engineer may be able to work out new and useful solutions to the major problems of today that lie in the field of employer-employee relationships?

For any of these possibilities to be realized, however, we must first win the war. And to do so it is vitally important that our engineers and technicians be used to the utmost advantage. We must therefore do what we can to make the public in general see (1) that technically trained men on the production front are playing an essential part in this war and should be respected for it; (2) that there must be a continuing flow of new technically trained blood into the engineering departments of the war producing industries; and (3) that there should be some way of ensuring that if a technically trained man is going into the armed services at all he should enter on a level where his technical training will be used to full advantage for winning this war.

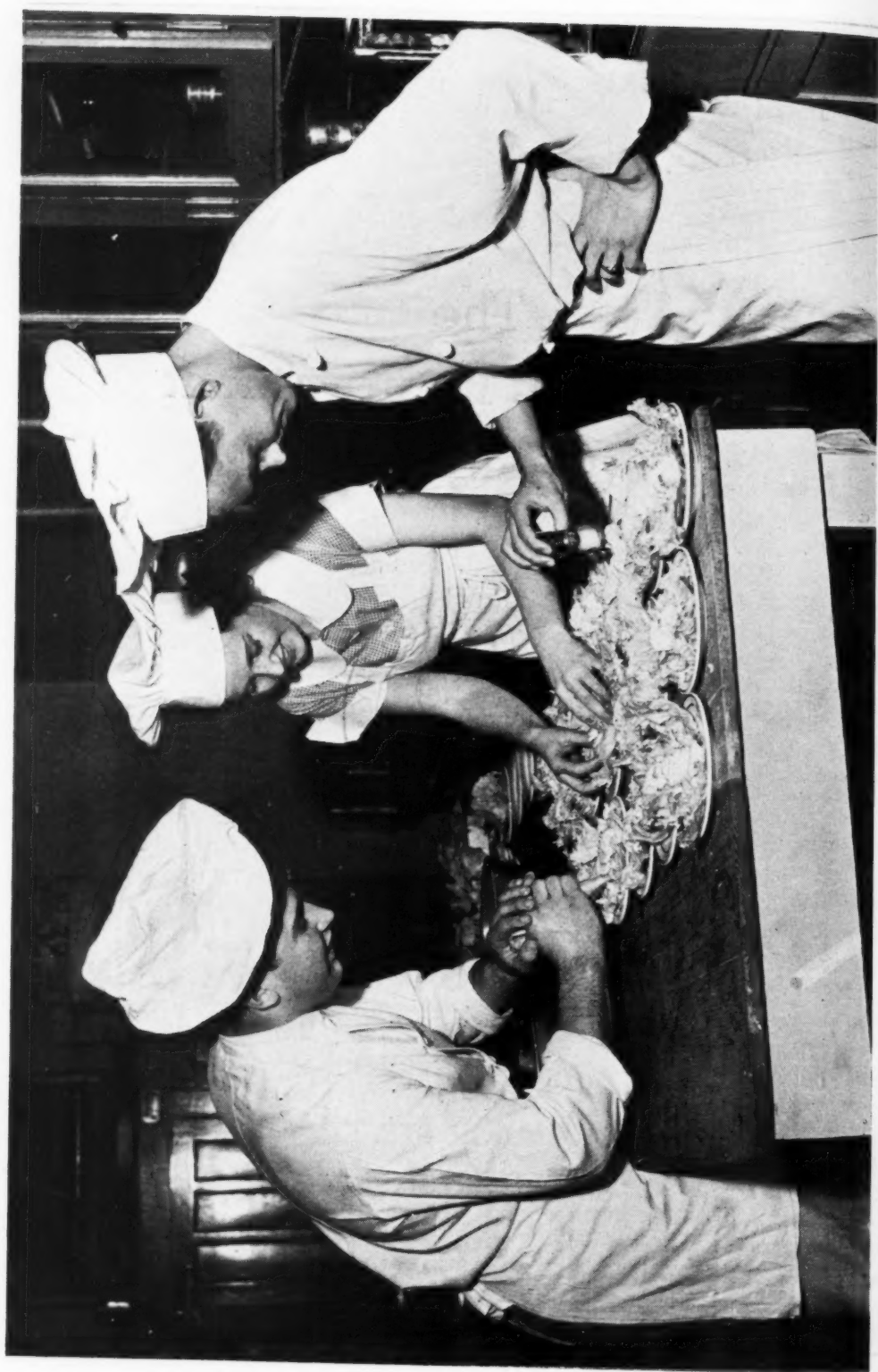
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WORK IN THE RESTAURANT AND HOTEL MANAGEMENT COURSE AT SAN FRANCISCO JUNIOR COLLEGE

# TERMINAL EDUCATION STUDY IN JUNIOR COLLEGES

BYRON S. HOLLINSHEAD

*President, Scranton-Keystone Junior College*

*The following article by the Chairman of our Junior College Committee is based upon a series of studies, now under way in nine junior colleges, directed toward increasing the effectiveness of guidance and placement. The studies were arranged by the Administrative Committee of the Commission on Terminal Education of which the author is a member. Before assuming his present position, Dr. Hollinshead, who is a past president of the American Association of Junior Colleges, was a member of the faculty of Bucknell University.*

IF WE believe the term "placement" has a larger connotation than simply that of placing a person in a job; if we mean that the traits which go to make up an individual have been considered in relation to the requirements of a job so that one fits the other reasonably well, then a group of studies now going on in nine junior colleges of the nation have great importance in any consideration of placement procedure.

The titles of these nine studies are "Guidance Procedures with Oncoming Junior College Students," "Aptitude Testing for Admission to Semi-Professional Curricula," "The Community Survey as a Basis for Establishing Terminal Curricula," "A Program of Diversified Occupations," "Cooperative Work Programs," "The Utilization of Community Resources Through Community Advisory Committees," "The Development of Terminal Courses," "Placement, Follow-Up, and Continuation Training," and "Evaluating the Results of Terminal Education."

## Guidance Procedures with Oncoming Students

Before any plans can be made by an institution in relation to the work it expects to present to students, it must have a knowledge of the kind of students who will take such courses and of the varieties of their interests. Bakersfield Junior College, in Bakersfield, California, has been engaged in studying students two years before they enter. The purposes of this study have been to devise and evaluate criteria for the early

classification of students into curricula which would meet their needs, and to develop counseling procedures for guiding students into these curricula. An important part of the same study is to obtain advance descriptions of the students who will later be attending the college as well as the numbers there will be in each occupational group. In carrying out the project, Bakersfield has given the following tests to all the high school juniors in their district: A.C.E. *Psychological Examination for High School Students*; *Cooperative General Achievement Tests in Science, Mathematics, and Social Studies*; *Cooperative English Test A, Mechanics of Expression*; *Cooperative Contemporary Affairs Test for High School Classes*; *Minnesota Vocational Test for Clerical Workers*; *Revised Minnesota Paper Form Board*; *Stenquist Mechanical Aptitude Test I*; *Los Angeles Activity Interest Inventory for High School Seniors*; *Bell Adjustment Inventory*; and *Bell School Inventory*. These tests were given to approximately 1500 high school students in March and April, 1941. Those students then received guidance concerning the courses they should take, based on individual profiles made from their scores on the foregoing tests.

Approximately two hundred students from the group originally tested and counseled entered college last fall. They are now being retested to see whether the tests given in high school did provide an accurate indication of their success in particular fields in college. Thus far, results would seem to indicate that

if guidance is to be successful it should begin in the secondary schools and follow through in some consistent plan into the college. While it is too early to tell how accurate for college work are predictions based on high school testing, the results would seem to indicate that much can be accomplished.

### Aptitude Testing

Since it is virtually impossible to get advance information on all students going into college, and since there is now developing a wide variety of occupational courses which students may take, there is still a need for aptitude testing on the college level even though considerable advance information has been provided. At Los Angeles City College, in Los Angeles, California, a variety of semi-professional courses require a variety of special testing procedures. New tests have been developed to assist students in determining their aptitudes for certain careers—for instance, chemistry for nurses, general ability to be a dental assistant, aptitude for work as an engineering technician, and aptitude for work in the retail selling field. Los Angeles has also provided a bibliography on aptitude testing in over twenty different fields. The results of this study will be considerably more significant after enough time has elapsed to see whether the students do make successful practitioners in the courses for which they evidenced aptitudes. In developing these aptitude tests, they were, in some cases, tried out first on successful practitioners to determine their validity.

### Community Surveys

It is not only important to ascertain whether the students have aptitudes in certain fields, but it is likewise necessary to find out whether the surrounding community has any real need for people trained in these fields. At San Francisco Junior College, in

San Francisco, California, many community surveys have been made to determine the need for a variety of semi-professional courses. These surveys have covered such industries as aircraft, radio, chemical technicians, hotel and restaurant workers, merchandising, police and fire department needs, insurance, flora-culture, advertising art, home economics, and banking. In general, surveys which focus on a particular industry or profession are apt to give better results than general surveys which try to list the needs of a whole industrial area. The courses offered in San Francisco Junior College have all been based on surveys in particular fields which have been made in advance to determine the needs for new employees in those fields.

In addition, the San Francisco Junior College has now developed a technique for organizing any kind of community survey. This technique covers the organization of a survey, its scope, the methods to be used, typical forms, interpretation of the data, and the effective use of the results.

### Diversified Occupations

In many communities the number of employees to be trained for particular fields is so small that it is not worthwhile for a school or college to try to develop formal classes to train for that occupation. At Meridian Junior College, in Meridian, Mississippi, an effort has been made to place students in widely diversified occupations and then give them a program at the college which is related to these occupations but which leaves the actual instruction in the field itself to the people in the industry or profession who work with the students in an apprentice-craftsman relationship. Good examples of such fields are undertaking, ice cream making, dry cleaning establishments, and projection room operating.





WEBER COLLEGE OFFERS BOTH TERMINAL AND PREPARATORY CURRICULA. OFFICE PRACTICE STUDENTS, AS SHOWN BY THIS PICTURE, ARE GIVEN TRAINING THAT APPROACHES WORK UNDER ACTUAL OFFICE CONDITIONS. LATER THEY LEAVE THE SCHOOL PART-TIME TO RECEIVE ACTUAL EXPERIENCE IN OFFICES.

### Cooperative Work Programs

While the application of the Antioch plan is well understood on the senior college level, there has not been any widespread development of a similar cooperative work plan on the junior college level except at the Rochester Athenaeum and Mechanics Institute in Rochester, New York. This institute has been making a study to determine what contribution cooperative employment makes to individual motivation and development. The institute through its Educational Research Committee is constantly experimenting with techniques to improve its own methods. Generally speaking, students at Rochester work

in pairs with rotating months on the job and in the Institute. The value of this kind of educational training for placement cannot be overestimated since students not only learn more rapidly in their classroom environment, but there is also a mental and emotional maturity which comes to them as a result of the responsibilities they assume on an actual job.

### Community Advisory Committees

In nearly all programs for the training of students for specific jobs, educational institutions can benefit enormously by getting the assistance of an advisory group of practitioners in the field for which the student is being trained. At Scranton-Keystone Junior

College, in La Plume, Pennsylvania, community committees have been in operation for some time in all the fields in which the college gives specific occupational training. With the help of the committees the college is able to use the community as a laboratory and as a natural extension of the classroom. Also, through its community committees, the college provides an annual Career Forum for its students which enables them to hear and talk with successful practitioners in the fields in which they are interested. The help of community advisers is also enlisted for the guidance of students and for providing the college with information about changing industrial conditions.

#### Development of New Courses

Even after a considerable amount of information has been amassed on the aptitudes



Courtesy of Clifford Scofield, So. Norwalk, Conn.

A STUDENT IN THE MEDICAL SECRETARIAL COURSE AT  
SCRANTON-KEYSTONE JUNIOR COLLEGE  
TAKING BACTERIOLOGY

of students and the requirements of the community, there is still the problem of developing courses to meet new needs and specific situations. A study at Weber College, in Ogden, Utah, which is now going on, enlists the aid of a large number of the faculty in planning and organizing new curricula that are needed. Special studies have been made in connection with mechanics, English, recreation, textile fibers, art, foreman training, metal trades, chemistry technicians, secretarial accounting, and others. The technique by which these courses are organized has now been well developed and is well understood by the Weber College faculty and the citizens of the Ogden community.

#### Follow-up

The success of placement can only be determined by constant follow-up to ascertain how well the graduate is getting along and whether he needs additional training. A formal study in placement, follow-up and continuation training is being made at the Pasadena Junior College, in Pasadena, California. Three hundred students of that institution have been followed-up and interviewed to find out whether the courses they had at school met their needs and whether they were placed in the right kind of job. This survey was carried out both by questionnaire and interview and indicates that one of the best ways to judge curriculum is to make a study afterwards of the students who took it to learn how helpful it has been to them. Follow-up studies need to be made constantly if they are to be effective and they need to utilize a variety of methods. Further, such follow-up studies should be constantly reported back to the faculty so that classroom procedures can be modified or changed whenever necessary.

#### An Evaluation of Results

Not only the students who have taken par-

ticular courses, but also their employers should be given an opportunity to voice an opinion about the success of the training and preparation which have been given at a particular institution. At Wright Junior College, in Chicago, Illinois, a study is being made to evaluate the results of Terminal Education by securing an appraisal from employers indicating how well employees who are former students of the college do their work. The college is also developing a plan of evaluation of general education by using a wide range of tests, questionnaires, rating scales, anecdotal records, interview reports, objective records, and other related instru-

ments. The results of these evaluations are just now beginning to be available and they should contain a considerable amount of pertinent information.

The nine studies herein listed have all been subsidized by specific grants from the General Education Board of New York. Institutions in the study will be glad to answer questions from anyone who cares to write or visit. All these studies have as their ultimate objective the successful placement of students. The studies have another year yet to run and final reports on each study, therefore, will not be available until sometime in late 1944.



*THE new Navy College Training Program designed to produce officers for the Navy, Marine Corps and Coast Guard through the training of students and recent graduates of high schools and preparatory schools, enlisted men of the Navy, Marine Corps and Coast Guard, and college students will be inaugurated about July 1 with the enrollment of students selected as a result of tests given on or about April 2. Preliminary application forms for the V-12 program will be distributed through local high schools and colleges.*

*All candidates accepted for Class V-12 will be placed on active duty at the colleges on the Navy list, in uniform, under military discipline and with the rank and pay of Apprentice Seamen, U. S. N. R.*

*There will be three 16-week terms in each calendar year, the Bureau of Naval Personnel will prescribe the curricula necessary to insure production of officer material for the various branches of the service, and the curricula will vary in length according to training requirements, as follows: Chaplains, medical and dental officers—4 years; Engineering specialists—2 2/3 years; Engineering for general duty—2 years; Deck and marine line officers—1 1/3 years; and Aviation cadets—2/3 years.*

*Courses for the initial two terms will be similar for all students (except pre-medical, pre-dental and chaplains) and will emphasize fundamental college work in mathematics, science, English, history, engineering drawing and physical training. Pre-medical and pre-dental students will substitute chemistry and foreign languages for English and history. All students will receive instruction in naval organization and general naval orientation. At the conclusion of their college work, students will take specialized Naval training leading to commissions.*

*Although the colleges may or may not, at their own discretion, give regular academic credit for courses prescribed by the Navy Department, it is quite likely that the majority will. Therefore, the educational implications of this program are most encouraging.*

## ARMY SPECIALIZED TRAINING PROGRAM

*The following article represents a digest of a speech presented on March 6, 1943, at the Foreign Policy Association meeting in Philadelphia by Colonel Herman Beukema, Director of the Army Specialized Training Division. This program will undoubtedly provide splendid training for the trainees selected. However, we feel that just as important as the immediate objectives are the implications for future career opportunities. For instance, it is very likely that a number of those in the Foreign Area and Language Study group will be directed toward permanent careers in international trade and in the diplomatic services.*

**T**O MEET the Army's need for men with specialized training, there has been established the Army Specialized Training Program, whereby the Army will contract with selected colleges and universities for the use of their physical facilities and the services of their teaching staffs in giving this training to selected soldiers. Several hundred institutions will be needed by the time the program reaches its peak, thus providing for the utilization of the nation's higher educational system in the production of intelligent, skilled leadership and aiding in preserving our schools for their grave post-war responsibilities.

The program has been designed to provide a steady flow of the skilled men needed to prosecute the war. A maximum of 150,000 men—in such fields as engineering, medicine, dentistry, veterinary surgery, chemistry, psychology, language, etc.—will be in training when the program reaches its peak. It should be noted that this program is entirely apart from the so-called "short courses" of the Army and the Army Air Forces which have been in operation for more than a year.

The advice of America's leading educators was sought in organizing the program and the drafting of the curricula for each field was turned over to panels made up of specialists selected, with few exceptions, from lists furnished by the American Council on Education. After plans were tentatively determined the curricula, system of administration, teaching procedures and collateral matters were reviewed by the Division's Advisory Committee composed of the following:

Isaiah Bowman, President, Johns Hopkins University

Robert E. Doherty, President, Carnegie Institute of Technology

Clarence A. Dykstra, President, University of Wisconsin

Guy Stanton Ford, Secretary, American Historical Association

The Very Reverend Robert I. Gannon, President, Fordham University

Ralph D. Hetzel, President, Pennsylvania State College

Felix Morley, President, Haverford College

John J. Tigert, President, University of Florida

Ray Lyman Wilbur, Chancellor, Stanford University.

The courses to be presented, the instructional procedures to be followed and the testing devices to be employed are those with which educators are familiar.

### Curricula

To date the curricula developed are as follows: *Basic Phase*—Engineering, Pre-medical, Pre-Dental, Pre-Veterinary, Photography, Psychology, Foreign Area and Language Study; and *Advanced Phase*—Aeronautical Engineering, Junior Armament Specialization, Junior Engineering, Foreign Area and Language Study, Chemical Engineering, Chemistry, Civil Engineering, Electrical Engineering (Communications), Electrical Engineering (Power), Languages, Mechanical Engineering (Design and Maintenance), Mechanical Engineering (Automotive and Internal Combustion), Metallurgical Engineering, Physics, Psychology and Sanitary Engineering.

The curriculum in Foreign Area and Lan-





Photo by U. S. Army Signal Corps

#### FUTURE ARMY ENGINEERS WILL BE TRAINED UNDER ARMY SPECIALIZED TRAINING PROGRAM

guage Studies has been developed with special attention directed to the problems confronting a young officer in a strange place among strange people. It has been deemed necessary that he should be grounded in sound knowledge and understanding of the area in which he will serve.

The objectives of the curriculum in Foreign Area and Language Studies are to give the trainee:

1. An understanding of the importance of military policy and practice as these affect relations between the United States and the people of the area to which he will be assigned.
2. A knowledge and understanding of the

people and institutions of that area.

3. A knowledge and understanding of the natural resources and developed facilities of that area.
4. A speaking knowledge of the language of the people in that area.

#### Selection and Assignment of Trainees

Trainees chosen for the Army Specialized Training Program will be selected from among all enlisted men within the continental limits of the United States. In order to be eligible for consideration in the basic phase of this program an enlisted man must be between the ages of eighteen and twenty-two, and he must be a high school graduate or



be able to demonstrate an equivalent degree of education. He must have achieved an acceptable score on the Army General Classification Test. Soldiers, regardless of age, who have had at least one year of college and show aptitudes requisite for study at the Advanced Phase will be admitted to the Advanced Phase. All eligible men will be given the new Army Specialized Training Division test, measuring their ability to perform work at the college level. Soldiers who make an acceptable score will appear before selection boards for an interview. Upon the board's recommendation, they will be assigned to the Army Specialized Training Program. Trainees will be assigned on the basis of demonstrated aptitude for work at the highest possible Army Specialized Training Program level.

#### Schedule

The schedule is divided into terms, or quarters, of twelve weeks each, with an interval of one week between terms. The work week will include 24 contract hours (class and laboratory), 24 hours of supervised study, 6 hours of physical instruction and 5 hours of military instruction.

Six hours each week, consisting of three periods of two hours each, are to be devoted to the physical training program. In addition, trainees electing to do so will be encouraged to devote a part of their daily and week-end periods of free time to training for or participation in intra-mural sports.

Although the military training is secondary to the technical, scientific and professional instruction, it is of considerable importance in enabling the trainee to retain the fundamentals secured in basic training, and is carefully planned to give the trainee knowledge over and above that which he acquired during basic training.

Normally the work-week will be terminated

at 3:20 P. M. Saturday and resumed at supper formation Sunday.

The following is a typical work-day:

Reveille .....	6:30 A. M.
Breakfast .....	7:00 A. M.
Classes and Study ....	8:00-12:00 Noon
Dinner .....	12:15 P. M.
Classes and Study, including Military and Physical Instruction. .	1:20-5:20 P. M.
Supper .....	6:30 P. M.
Study .....	7:40-10:00 P. M.
Taps .....	10:30 P. M.

#### Status of Trainees

Generally contingents of trainees will arrive at the institution to which they are assigned prior to the beginning of each quarter or twelve-week term. Their actual arrival will occur not less than four days prior to the opening of the term, thus ensuring the trainee's orderly introduction into the program, including examination of credentials, personal interviews with the Dean and his assistants and such placement tests as appear advisable.

With the exception of physical training, all instruction to trainees will be at the hands of the college faculty.

The full utilization of the personnel and guidance programs provided at the various institutions will be an important factor in assuring the prompt adjustment or readjustment of the trainee to the Army Specialized Training Program environment, his placement in the appropriate term or phase of the program and his use of the social and recreational opportunities afforded by the campus.

In particular, guidance is desirable in the following fields: study habits, remedial reading, educational and personal problems, social and recreational activities, and opportunities for worship.

It is assumed that the trainee's social status will be similar to that of a civilian student. Such status obligates him to pay for the use

and enjoyment of social privileges ordinarily requiring such payment.

### Academic Instruction and Standards

The objective of this program is the trainee's development along selected lines and within the shortest possible time compatible with sound teaching procedures. The responsibility for the effectiveness of instruction in academic work will rest with the college head and his staff.

It is desired that each institution will establish its own system of testing devices—short written papers, marked recitations and formal examinations—which will be sufficiently frequent and comprehensive to insure the habitual daily input of adequate study on the trainee's part. From time to time, not to exceed once per term, objective type examinations, prepared by the Division, will be given.

As expressed in the resolutions adopted by the Division's Advisory Committee, the standards of academic performance should be such "as would be credited toward graduation" and such "as would meet the scholarship requirements of the faculty as interpreted by the appropriate faculty committee."

Since all the courses in the various curricula are on or above the college level, it is the opinion of the Advisory Committee that

they are worthy of credit toward academic degrees. Decisions regarding the granting of credit are left to the individual institutions which have, however, been urged to maintain a complete record of each student in anticipation of his desire to matriculate after the war as a candidate for a degree.

### Discipline

The commanding officer of an Army Specialized Training unit is charged by the War Department with the command of the trainees participating in the Army Specialized Training Program and is directly responsible to the Commanding General of the Service Command for their discipline, military training and health. He is also charged with all matters covered by the contract with the institution to the extent necessary to insure that its terms are carried out by both parties. In exercising this authority, he is expected to cooperate fully with the civilian authorities, assisting them in all matters in which his military authority over the trainees will be of value. He is not expected, nor is he authorized, to interfere with the university's method of teaching or other actions in carrying out the agreement. Since the trainees are soldiers, they are under military discipline and subject to the orders of their superior officers at all times.

At the end of any twelve-week term a

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trainee may be recommended for continuation of this training or he may be recommended for assignment to Officer Candidate School, or he may be assigned to troops with possibilities of becoming a non-commissioned officer.

The soldier screened out at any stage of the Army Specialized Training Program suffers no resulting handicap in any other line of his future development in the Army unless it is clearly evident that such failure resulted from insufficient effort or wilful failure on the soldier's part. It is anticipated, in effect, that the greater majority of the men brought into the program will move directly into Officer Candidate School on completion of their courses. Men screened out at earlier stages may also be recommended for such schools. Where less qualified, they will be

recommended for duty with troops as technical non-commissioned officers or as privates.

### College Transcripts

Colleges are asked to provide men, as they leave for induction, with a transcript of their recommendation. It is an important part of their credentials and will be closely scrutinized by Classification Boards.

### Preinduction Testing Program

A program has been devised for pre-induction testing of high school students who are 17 years old and who have not passed their 22nd birthday and who meet certain other requirements. Such tests are held at publicly announced intervals in high schools and colleges.



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## FEDERAL LOANS FOR STUDENTS

KENDRIC N. MARSHALL

*Director of the Student War Loans Program  
U. S. Office of Education*

*To help maintain the supply of technically and professionally trained personnel necessary to carry on the war effort, a Student War Loans Program was instituted by the Government to give financial assistance to needy students. A description of the program is contained in the following article by the Director. For a time following graduation from Harvard University, the author taught in private school and then in 1926 went abroad, combining study in the field of international relations at Geneva and Paris with travel through most of Europe, North Africa and South Asia. Before appointment to his present post, Mr. Marshall was a lecturer at Lignan University, China, instructor at Harvard and President of Chevy Chase Junior College.*

**T**HE bombs at Pearl Harbor had scarcely ceased reverberating when a call went out to the presidents of all American colleges and universities to meet in Baltimore with representatives of the Government and discuss ways in which higher education could most effectively contribute to the successful prosecution of the war. Participants in this conference carried away the determination that all institutions which could do so should act at once to accelerate the preparation of their students for the rapidly expanding needs of both the armed forces and the essential civilian services. A corollary was the tacit assumption that governmental assistance would be forthcoming to lighten the financial burdens which would accompany the speeding up of higher educational processes.

Accepting the leadership expected of it, the United States Office of Education promptly appointed a group of distinguished consultants to prepare studies of the various problems involved in the establishment of accelerated programs. On the basis of these reports the Office subsequently formulated a comprehensive recommendation of financial assistance, including both grants to institutions and loans to students. However, di-



KENDRIC N. MARSHALL

verse obstacles confronted this program on its path to legislative enactment, and eventually it fell by the wayside. Then, in the last days devoted by Congress to its appropriations for the fiscal year 1943, a modified version of the proposed loans to students was happily inserted in the Federal Security appropriation bill, and \$5,000,000, to be administered by the Office of Education, was provided for the purpose. The

President signed the measure (Public Law 647) on July 2, 1942.

### Eligibility for Loans

The specific professional and technical fields in which Congress made the loans available were those where critical shortages were known to exist,—engineering, chemistry, physics, medicine (including veterinary), dentistry and pharmacy. As further conditions of eligibility, the law provided that a student must be enrolled in the accelerated program of a recognized degree-granting institution, must be within twenty-four months of securing his or her degree, and must be in need of financial assistance. In return for the loan the student must sign an agreement to remain in the accelerated program and to accept, upon graduation, such assign-





Photo by U. S. Office of Education

## PROCESS DEVELOPMENT IN ELECTROLYTIC POLISHING OF METALS

ment to employment or service as may be made by agencies designated by the Chairman of the War Manpower Commission. The maintenance of a satisfactory standard of academic achievement is naturally required.

Loans may be used to pay tuition and fees, and for maintenance up to twenty-five dollars a month, provided that a maximum of five hundred dollars may be borrowed within a twelve-month period. The loans bear simple interest at the rate of  $2\frac{1}{2}\%$  a year, and are repayable in four annual instalments beginning one year after the borrower leaves the institution. Co-signers are not required. In case the student has his program interrupted by his induction under the Selective

Service Act, or in the event of permanent disability or death, the note is cancelled. For a borrower who enters the armed service of the United States voluntarily, deferment of interest and principal payments is provided until after his discharge from service.

The individual loan is made only by the college or university in which the applicant is registered. Any recognized degree-granting institution which offers standard curricula in any of the specified fields may participate in the plan if it has so accelerated its program as to provide for the completion in three calendar years of the academic work normally completed in four. This must be done, however, without materially adding to the academic load normally carried by its

students. Of necessity, therefore, an annual summer session is an essential feature of a satisfactory acceleration program.

Indeed, it was the summer session which provided the most potent argument for the establishment of the loans program, since it was recognized that attendance at classes during the summer would place an intolerable financial strain upon a large number of students. Not only would they be confronted with additional tuition and living charges, but they would simultaneously be deprived of their customary summer earnings. While the percentage obviously varies with institutions, it is known that more than half of our male college students are dependent to a considerable degree upon income derived from their summer employment. It was easily apparent that the purpose of accelerating professional preparation would be defeated in the cases of very many students by their having to withdraw from college for economic reasons. The problem of keeping the self-supporting students at their college classes through the summer was further complicated by the great temptation to take advantage of abnormally high wages in many areas where there was a growing scarcity of labor.

It is unfortunate that the loans fund was established too late to offer the positive encouragement to acceleration which would have resulted if earlier efforts to secure legislative approval had been successful. Many of the smaller institutions had decided not to offer a summer session in 1942 because of the fear that they could not enroll sufficient students to justify it. On the other hand, students who would eagerly have taken advantage of the loans, had they had prior notice of their availability, were compelled to undertake summer employment instead of continuing their studies. One lesson from this is that whatever legislation is intended to assist higher education during the coming

fiscal year,—whether it be a continuation of the loans or another type of program,—should be enacted early enough to enable both institutional and student beneficiaries to adopt intelligent plans for utilizing it.

### Administering the Plan

While any new venture requires time for proper preparation and execution, this is particularly true of a government program which involves the custody of a considerable amount of public funds. Thus in the case of the new Student War Loans Program, detailed regulations implementing the law had to be worked out in long conferences and approved by legal advisers and higher officials; a staff to administer the program had to be slowly acquired through civil service procedures; numerous forms had to be carefully drafted, approved and then printed on government presses which were bogged down with rush orders from the various war agencies; and, with almost no clerical help available, applications had to be mailed out to over 1700 institutions and correspondence subsequently entered into with many of them. In the face of these difficulties, the fact that a distribution of four million dollars could be made in September is due in large measure to the devoted efforts of Dr. Fred J. Kelly, Chief of the Division of Higher Education, who for several weeks bore the main responsibility for establishing basic procedures and working out endless troublesome details.

Each institution wishing to participate in the program was asked to submit its plan of acceleration, figures on enrolment in the specified fields, and an estimate of the amount of money needed for loans. As the resulting request for funds was considerably in excess of the sum intended for the first distribution, a formula was devised to give equitable treatment to all institutions. No calculation of allotments could be made until the necessary data from each participating

institution had been received and processed, and therefore the need to correspond with many institutions concerning ambiguous or incomplete data delayed the first distribution of funds. September 5th was set as the final deadline, and in the following ten days allotments were made to 273 separate institutions for loans to an estimated 20,815 students in accelerated fields which had been carefully checked and approved by a small professional staff. The average institutional allotment was \$14,540, or slightly more than 60% of the average amount requested, and the average per estimated student borrower was \$191.00.

#### How the Program is Working Out

Both the monthly financial reports submitted to Washington and the visits of staff members to participating institutions have indicated a wide variation in the utilization of the allotments. A great many institutions quickly converted their Treasury checks into loans to eligible students and immediately sought additional funds to assist further applicants; others found that their prospective borrowers had vanished and they have continued to report an absence of interest among their students. Since new loans are constantly being made,—and during the month of January the total number of borrowers increased by 25%,—it is difficult to secure an accurate and up-to-date picture of the part which the loans program is playing.

In general, however, it can be said that the actual need of assistance has been considerably less than was estimated last summer. Whereas the first distribution of loans funds was calculated to help an estimated 20,000 students, an analysis of the latest reports indicates that approximately half that number will have received loans by the end of the fiscal year. The major explanation of this seems to lie in the greatly improved financial conditions of both parents and students, and this is especially true in industrial areas which are feeling the inflationary effect of huge war expenditures. Indeed, it is reported from one institution in New England that many of its students are having to pay income taxes on their earnings from part-time employment. Other reasons advanced for the lessened demand for the war loans are the reluctance of some students to assume future obligations which may prove too onerous in an uncertain post-war period, and the unwillingness of others to agree to accept only such employment as may have the approval of the War Manpower Commission. The lowering of the draft age also played a very important part, since many needy students who expected soon to be drafted chose to withdraw from college.

The student "prosperity" which has been referred to is by no means universal, however. Confidential information regarding their economic status, furnished by appli-

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cants for loans, reveals the desperate efforts by which large numbers of American youths are seeking to secure a professional or technical education. Furthermore, many students now employed part-time at high wages will eventually pay a heavy price in terms of both health and academic preparation. A letter just received, which is typical of many, describes a problem which should be met by inducing needy students to borrow from the war loans funds. The registrar of a medical school writes, "We are alarmed to find that a substantial number of our students are actually working six hours a night in defense plants in order to meet their tuition payments and the rapidly mounting living costs. It is inevitable that most of these students will either fail in their studies or suffer a physical breakdown."

Of the seven fields in which Congress provided the loans, medicine has the largest number of borrowers, with 2,875 students having received \$624,790 in advances prior to February 1. Engineering is the second most numerous field, with 2,539 students receiving advances of \$363,975. The larger per capita borrowings which these figures show for medical students is due not only to the less profitable opportunities for part-time employment usually available to them, but especially to the much greater cost of tuition and to the steady drain on resources which is caused by the protracted period of graduate study.

In assistance to medical schools, nearly all of which were on a full acceleration schedule last summer, the Student War Loans Program has undoubtedly made its most significant contribution. Nearly all of these schools have requested and received supplementary allotments, and their officers have freely acknowledged the urgent needs which the loans have served.

Latest figures for the number of loans made in the other fields covered by the pro-

gram are as follows: dentistry, 823; chemistry, 534; pharmacy, 348; veterinary medicine, 347; physics, 157. Since September approximately fifty additional institutions have received allotments, making a total of 320 participating colleges and universities.

### General Observations on the Program

A few general comments may be of interest. Those persons who have feared that Federal assistance to educational institutions necessarily means interference or control should find little reason to criticize the Student War Loans Program. Aside from enforcing the few requirements dictated by the basic law itself, or necessitated as reasonable financial safeguards, the administration of the program has been such as to leave the participating institutions with wide latitude in granting the loans. For example, they determine what constitutes "need," what amount of assistance should be given to individual applicants, what is the standard of satisfactory work to be maintained, etc. Recognition has thus been provided for institutional and regional differences.

On only one matter has the program aroused much complaint. In the administration of such a large program there are certain lines defining eligibility for participation which must be drawn with some apparent arbitrariness, and often a line is drawn at that point where the relatively large overhead involved in servicing a unit is out of proportion to the service rendered or the results achieved. In considering regulations to govern the loans program, it had originally been proposed that an institution should have a minimum number of eligible borrowers in order to participate, but this purely quantitative limitation was eventually replaced by one which had a certain qualitative purpose. Educators who took part in framing the regulations believed that, generally speaking, the number of students majoring in any



one of the specified fields in a given institution had significance. While bigness obviously does not connote quality of achievement, it was recognized that extreme smallness of enrolment in the technical fields embraced by the law is too often associated with less intensive courses of study and less satisfactory laboratory equipment.

Therefore, since it is important that the borrowers of the Federal loans be sufficiently well-trained to justify the effort made to assist them, it was finally determined that in order to make loans in any given field, an institution must have not less than ten students majoring in that field who are within twenty-four months of graduation. On the basis of an accelerated program, this group would include not only seniors and juniors but those majors who had completed the first third of their sophomore year, and therefore the restriction did not seem an unreasonable one. However, this regulation undoubtedly did deprive some excellent small colleges of assistance to their students in the fields of chemistry and physics, and it is regrettable that institutions doing wholly satisfactory work in the technical fields should have had to suffer with others which undeniably are incapable of turning out adequately trained graduates in science. If the loans program should be continued another year, it might be possible to devise qualitative criteria which would be divorced from any specific numerical limitation.

As it happened, physics was the field chiefly affected by this "rule of ten," and it was not long before several eminent physicists volunteered evidence to show that physics has become increasingly a highly selective field which is chosen by few students, that many institutions which accomplish demonstrably fine work in physics do not have more than one or two graduates in that field annually, and that every last potential physicist is urgently needed in what is today a "war of

instruments." Representatives of the National Roster of Scientific and Specialized Personnel confirmed these points and asked that assistance be made available to any needy physics student. The eventual result was an administrative order by the Chairman of the War Manpower Commission which removed the field of physics from the effect of the regulation.

### Effect upon College Placement Officers

Another order signed by the Chairman of the War Manpower Commission has clarified a matter in which college placement officers should be particularly interested. This concerns the agreement which borrowers make to engage, on completion of their courses, "in such employment or service as may be assigned by officers or agencies designated by the Chairman." A fear had been expressed that such "agencies" would not make

### War and Post-War Training

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effective use of the guidance and placement officers in most institutions, officers who naturally have superior facilities for ascertaining the type of essential employment in which their graduates are best fitted to make a contribution to the war effort. A natural suspicion of unwieldy procedures, centralized in Washington, was also voiced.

However, the order approved by Mr. McNutt has dispelled any such fears and has made the placement officers on each campus integral parts of the assignment procedure. The institutional representative of the Student War Loans Program is charged with the formal responsibility for assignment, but, in the language of the directive, he "shall be guided in making assignments by recommendations of committees to be appointed by the President of the institution, which committee shall consist of (a) the head of the school or department in which the student has done his major work, (b) the chief personnel officer serving that school or department, and (c) a representative of the nearest local employment office of the United States Employment Service."

The methods by which these local advisory committees will carry out their duties have thus far been left to each group to work out in the most practicable manner, and a broad field of discretionary power has been given them. An example of the latter point can be cited. The Washington office was recently presented with the case of a chemistry student about to graduate and be placed, under the terms of his agreement, as a chemist. However, the young man had decided that he wanted to prepare for a professional career in another scarcity field, medicine, and the question was asked if he would be permitted to do so. In reply, the problem was stated as one on which the local placement committee was best qualified to decide, in the light of the student's academic record, his aptitudes and his potentialities. The committee determined in this case that the na-

tional interest would be served better by an excellent doctor than by a good chemist.

No discussion of the Student War Loans Program would be proper without appreciative mention of that indispensable agent in each participating college who is known as the "institutional representative." He or she is the person selected by the president to approve the loan applications, determine the amounts to be granted, correspond with Washington and submit monthly financial reports thereto, and now, by the placement order, to assign borrowers to employment. These men and women, who maintain their full-time teaching, counselling or administrative duties, have assumed the work of the loans program without an added penny of compensation, and they should know that the field representatives of the program who have met them personally are invariably enthusiastic about the splendid type of college official who has undertaken this important but somewhat thankless task.

#### Importance of Utilizing Human Resources

By way of concluding this account of the Student War Loans Program, it is pertinent to emphasize the confusion and sense of frustration on the average college campus during approximately the period of this program's existence. It has become platitudinous to state that armed service is only one element of a nation's effort in "total war," and that industrial and agricultural production, research in the laboratory, and care for the essential needs of the civilian population have equally important though less dramatic roles in the common cause. But while the statement is trite, the American mind seems not yet to have grasped its full import, or we should not continue to dissipate the human resources in our higher educational institutions, a mistake which Britain has not made.

For months our college students were kept bewildered by well-intentioned but wholly

conflicting statements of spokesmen for Selective Service and the various armed forces. At one and the same time they were informed that it was their duty to remain in college and that no able-bodied youth should do so. Yesterday they might have been told that there was a critical need for expert technicians, and today they might see a promising young scientist drafted a few months before the completion of his training. As recruiting officers for the different reserves made the rounds of the colleges, many students in desperation signed up with that unit which promised the most, and the result has been that youths have often entered services for which they have little aptitude.

Logically, and in the apparent intent of Congress, the recipients of student war loans constitute a pool of professional and technical skills in fields which are known to be essential to the war effort, and it would seem merely the intelligent conservation of invaluable human material if Selective Service boards should grant deferment to such of these men as are highly recommended by their institutional authorities,—deferment at least until such time as it is clearly evident where they might most effectively be used. But we know that few local boards have made such decisions, so great has been the pressure to fill their quotas.

However, hopeful signs have recently appeared. The enlarged authority granted to the Chairman of the War Manpower Commission and the transfer of Selective Service

to his control have been tardy steps in the right direction. Especially encouraging was the Chairman's directive of December 19 approving the temporary deferment of students in all of the fields, except pharmacy, which are included in the loans program, and this policy has been made more explicit in Selective Service Occupational Bulletin No. 11, revised March 1.

If the recently formulated Army and Navy programs for utilizing the facilities of higher educational institutions in the training of their personnel can be supplemented by a plan providing a sufficient flow of trained manpower to meet the needs of production and the essential civilian services, we shall have made significant progress. Able minds are grappling with this problem and it is hoped that a comprehensive civilian training program will soon be announced.

The Student War Loans Program as established for the current fiscal year is a temporary expedient, but it has already shown the validity of a Federal loans project for higher education. In its dealing with college officials and the public at large, the staff of the program has found that loans are universally considered a sound, dignified and effective method of assisting worthy young people. The loans have been in keeping with the deepest American traditions of self-reliance and equality of opportunity, and in their small way they have been a truly democratic weapon in the struggle for ultimate victory.



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## PLACEMENT—PAST, PRESENT, FUTURE

HARRY E. STONE

*West Virginia University Placement Service*

*The following article, presenting a broad picture of the history of placement, emphasizes the importance of placement guidance and of setting up the machinery now to provide effective placement in the post-war period. The author, a graduate of Allegheny College, served as Vocational Counselor in the Erie Public Schools from 1915 to 1922, at which time he became Dean of Men at West Virginia University. Attention is also directed to the article immediately following this one, which describes graphically the set-up of a centralized placement bureau.*

**W**ORLD WAR No. II has done more to make us placement conscious than all the workers in the field of vocational guidance have been permitted to do since the days of Frank Parsons and the Boston Placement Bureau. I might even say more than since the days when Plato in "The Republic" advocated better vocational guidance for the free citizens of ancient Greece.

A quarter century has passed since Versailles. The stimulus given by the First World War to the entire personnel movement resulted in definite progress in the utilization of manpower in service to society. The Scott Company, personnel departments in industry and in Northwestern and other universities, the National Vocational Guidance Association, The National Occupational Conference, the Psychological Corporation, Science Research Associates, boys' counselors, girls' counselors, deans of men and women, and other organizations and individuals augmented the movement. So also did the elevation of men like Scott, Hopkins and Clothier to university presidencies.

Oberlin, Stanford, Yale and other colleges and universities issued bulletins and booklets on careers, as did the Office of Education of the United States, the National Research Council, city school systems and service clubs. State directors of vocational education and vocational guidance appeared as



HARRY E. STONE

did vocational counselors in higher institutions of learning.

Since all vocational guidance and training is left suspended in mid-air unless accompanied by effective placement and follow-up of graduates at work, the movement for better placement practices and procedures received a strong impetus.

In colleges of engineering deans and department heads, through contacts with industry and visiting personnel men, were able to give seniors some help in matching abilities to job opportunities and in making contacts with employers. Soon graduates of other professional colleges came to expect equal assistance. College placement bureaus increased in numbers.

The need for placement guidance was intensified by the long depression which ended in our defense program and war. College graduates with only general and cultural education who did not wish to teach sought placement counsel. The movement for general placement offices, appointment bureaus, placement committees and the like got under way in our universities. The desire of corporations for a centralized agency through which seniors from many departments and colleges of a university could be contacted with efficiency and dispatch encouraged universities to appoint placement directors.

The growth of cosmopolitan high schools,

with commercial, industrial arts and other courses preparatory to employment, and the work-study plans of the University of Cincinnati, Antioch College and city trade schools led to the coordinator who is an important placement functionary.

When the "Six Cardinal Objectives of Secondary Education" were first presented to educators, it was considered progressive that vocational competence was included as one of them. Vocational guidance workers still living can remember when much of their time had to be devoted to combating pseudo-guidance even in schools. Palmistry, physiognomy, astrology and other unscientific and quack methods were still in vogue. We can thank applied psychology for putting the enemies of true vocational guidance to rout. We can now devote our time and resources to tested procedures and we can shoot with a rifle instead of a shot gun. Vocational guidance has been modernized and functionalized.

### Present Occupational Outlets

This picture of the past seems pertinent as we face the future. Today the chief employer is Uncle Sam and all of us must be his aids. The armed forces, munitions plants and Federal agencies incident to the war are now the occupational outlets for the vast majority of able bodied men as they leave school and college. What are the placement resources that can serve the nation in the present crisis? How can they best do this? What will be their problem when the present holocaust of war is over?

With the wide variety of specialized institutions of learning giving instruction on secondary school, college and graduate levels, a blue print of detailed placement methods cannot be drafted. Local conditions, budgets, personalities, resources, and institutional aims will determine this. A look into the past, present and future of placement and

some reflections on war needs and post-war problems, however, seem pertinent. An inventory by every placement agency of its resources and an evaluation of its services is now desirable, if these services are to be adjusted to present rapidly changing vocational requirements and are to be adequate to the terrific placement problems which all of us will face when world wide demobilization follows the close of this global war.

The principles, procedures, goals and strategy of placement on all levels can be set forth. The philosophy underlying this special personnel function, whether it operates in industry, education or government, can be presented. All three agencies can become placement conscious. All can become informed as to the tools and scientific techniques that have proved helpful in hiring and placing men. Matching men to jobs might be a better way of describing the process called placement. Certain it is that the process and the current situation should be understood by those who do placement work at any level.

Counselors in schools and colleges, who once were concerned with careers in law, in diplomatic and foreign services in European lands, and in occupations in the fine arts, are now learning about new jobs and answering questions about the WAACS, the WAVES and the SPARS; the Army, Navy, Coast Guard and the Marines.

There are inquiries about new opportunities with the F.B.I., the C.C.C., the O.P.A. and other governmental agencies. We are kept busy helping to supply the need for cryptographers, cartographers, meteorologists, aerial photographers, radiosonde technicians, multilith cameramen, camouflage artists and workers in hundreds of other practical fields. The need is also urgent for nurses, dietitians, camp hostesses and recreational leaders; and for machine operators and workers in aircraft factories, munitions



plants and shipyards. So fast is the pace that books containing job descriptions are soon out of date. Yet counselors must answer these questions, meet these needs and cooperate in the war effort without becoming myopic. It is their duty now to supply occupational information and to direct students to occupational bibliographies, libraries and other sources of help. It is also their duty to make use of such aids as aptitude tests, rating scales, personality measures, interest inventories, job specification records, and other tools and devices that make for job satisfaction and reduce turnover. Needless to say, he who would do a good job in guidance today must be alert, informed and able to enlist the aid of many specialists and agencies in serving his clients.

#### Need for Placement Guidance

Placement guidance is the sum total of all services rendered to the individual for the purpose of assisting him to be ready for employment when his formal education is over, making available to him suitable contacts with those who need the services he is prepared to render, and helping him to find employment related to his education, interests, aptitudes, abilities, skills and aims. For some individuals, self-guidance is sufficient, especially when times are good. Many, however, need continuous counsel as their education progresses. Even the post-Ph.D. student can be helped greatly if the placement counselor is an adept instead of a neophyte in the science and art of human engineering, man-marketing or placement. Whatever we call our work, our job is helping people to sell their services so that continuous benefits will accrue to the employer as well as to the employee.

To prepare to become self-supporting through useful work, to serve society in business, agricultural, industrial, educational or social service occupations; to find satisfying

work; to enter upon and make progress and adjustments within an occupational field, is just plain common sense. It calls for no eulogy on "our rich social heritage," the "cultural life," "breadth," "balance," "perspective" and the like. We all believe in these things. The masses yearn for them. None of us want to acquire them or could, if we wished, gain them during the enforced leisure of unemployment.

Failure to discuss admission methods and standards, moral training, social guidance, religious education, emotional unbalance, health, personality, and character, housing, dormitories, fraternities, methods of study, etc. does not imply any lack of interest in these factors, nor does it call for digression from the main purpose of the present articles. It is with one area of personnel work of vast import to society and to each individual, that we are here concerned—the oft-neglected field of guidance that prepares for placement, and placement that will be followed by occupational adjustment service when and if needed.

Placement workers cannot create many jobs. They can, if informed and skilled in placement procedures and practices, and permitted to build up systems of cooperative placement guidance at all levels in schools and colleges, greatly reduce the number who ask for jobs, but are prepared to do nothing that the world wants done and can pay for. We must educate youth to produce as well as to consume, to work as well as to appreciate leisure, if we are to help them avoid the enforced leisure of unemployment that will come from inability to do work which must be done in this war and in the post-war world. This educational objective demands all forms of vocational guidance, including placement guidance, and a wider opportunity for public training along occupational lines.



### Aids in Placement Guidance

A few decades ago reliable occupational information was scarce. Today the wealth of material in booklets, brochures, magazine articles, books, publications of great corporations and organizations interested in recruiting workers, is so great that our problem approaches that of the lawyer who must find the law that is relevant to the case at hand, and find it quickly, if he is to serve his client. In serving our clientele, occupational bibliographies help in placement guidance. A properly maintained employer contact file, and a file of classified information obtained from employers as to their needs, organization, training and promotion policies are also essential.

The Occupational Outlook Service of the Bureau of Labor Statistics can help greatly since it seeks to measure employment changes and demands, and to determine occupational opportunities and trends. Just now it is concerned with labor requirements in the war program, geographical areas of manpower shortage, needs in the war industries and other matters most relevant to the effective conduct of the war. It should help the nation to relate occupational training to the number of potential jobs available for those who are trained vocationally. Its work should make for better placement guidance.

In placement, as in other areas of life, we must draw on the experience of the past but we must help individuals solve perplexing problems of the present and the future. Increasingly there will be problems of replacement and occupational readjustment and retraining. When the present war is over, they will present a challenge and an opportunity for service unparalleled in the lifetime of any of the readers of this magazine.

Let us remind ourselves also as workers in the field of placement that we could not have met the war demand for specialists in

thousands of war jobs if our schools and colleges had not prepared the way by their basic courses in English, mathematics, modern languages, the physical, biological and social sciences, engineering fundamentals, basic business principles, the foundations of agriculture, the principles that underlie research, and the methodology of clear, analytical thinking.

### How West Virginia University Placement Service Functions

At West Virginia University, all students are encouraged to register for placement assistance during their final year on the campus, even though they may not be seeking civilian employment after graduation. The same opportunity for placement guidance is offered to interested alumni and drop-outs.

Our central placement bureau makes many referrals of registrants to department heads, division heads, deans, the State Merit System, the U. S. Civil Service Commission, the campus representatives of the armed forces and the offices of the United States Employment Service for such information and assistance they can give in the present emergency.

We direct many registrants to personnel men in business and industry who do not visit our campus to recruit. An extensive employer-contact file facilitates this service. We correspond with industrial personnel departments and arrange for employment interviews with students on our campus, when, by so doing, we can save time for industrial relations departments, avoid undue rivalries on the part of departments for the time of visiting personnel men, avoid conflicts in interviewing schedules, and prevent excessive demands on the time of our instructional staff. With the growing shortage of instructors and increased teaching loads, this is of vital importance.

We are registering more women than ever

before (February and March) for placement assistance. Both men and women, from freshman class to graduate division, now seek occupational information.

We represent the United States Civil Service Commission as campus consultant on Civil Service opportunities. A complete file of these announcements is used daily in our office. We publicize weekly and monthly announcements in the University daily newspaper and on our bulletin boards.

The United States Employment offices and our post offices in West Virginia maintain contact with us regarding jobs in war industries, as do representatives of the armed forces both on and off the campus.

The recently appointed West Virginia State Supervisor of Occupational Information works in close cooperation with our office. Already up-to-date occupational bibliographies prepared by his office have helped our high schools, colleges and the University to serve students more effectively.

#### Assistance Given by Industry

The bulletins and brochures containing information about opportunities for college men, which are issued by many American corporations who depend upon the colleges for the material out of which to build executive and administrative personnel, have been most helpful to our students. Many corporations have gone much further in the enlightenment of college students as to initial jobs, promotional lines, employment policies, training facilities, and other personnel policies of their companies than have the colleges in informing these same corporations as to their product.

From the visits of these representatives, their letters and the material they send to us about their needs for men, and about their products, methods, policies and personnel, we learn much about business, industrial and professional trends that we can

pass on to our students. It is they who educate us and keep us in condition to be helpful, and to remember our dual responsibility to student and employer—lest we forget, as we sometimes have done, when we thought too much about helping students to get jobs, and too little about our functions as service agencies, obligated to conduct our man-marketing clinics in such a manner as to bring about reduced turnover in industry and business, greater job satisfaction for graduates, and increasing promotions.

#### Post-War Placement

Today practically every able-bodied American youth is employed by the government or preparing for war jobs. Recruiting is the word. The government recruits. War industries recruit. Due to a directive from the Manpower Commission, recruits for the war industries register with the United States Employment Service. Placement guidance, preceding and during preparation for placement still goes on in schools and colleges. The functions of vocational guidance still remain, but there is a necessity for closer cooperation and correlation of these services with the work of the Civil Service and public employment offices under directives from the War Manpower Commission. These functions are: the analysis of individuals, the analysis of occupations, vocational counseling, preparation for employment, placement and the follow-up of the worker on his job.

It is to be questioned how well the schools have performed some of these functions. These doubts should awaken educators to the demand for improvement. Without these personnel services and central agencies in schools and colleges with which to cooperate, personnel departments in industry and business are isolated from the schools, both suffer as a consequence, and other placement agencies, both public and private, must fill up the gap. This gap may be both wide and

deep when war demands for recruits cease. It may be dangerous.

At a recent press conference, President Roosevelt stressed the "supreme necessity" of planning for peace. Placement practices—the application of sound placement theories—loom large in this program for the disposition of manpower in the post-war reconstruction days.

Planning to create jobs for demobilized soldiers, sailors and war workers is the problem of business, industry and the government. Preparing men and women for jobs is a task for all the forces of vocational education. Who will see to it that millions of job-aspirants in 1944 and 1945 are helped to choose, prepare for, enter and make prog-

ress and readjustment in jobs? Where and how shall this be done? Food, clothing and shelter are primal necessities for life on this planet. A hungry man cannot think. An unemployed man without any material resources finds it difficult to be a good citizen. The enforced leisure of unemployment is seldom used for the enjoyment of culture. It is more often used in pounding pavements looking for work, if not in brooding, fomenting trouble, hatching up new revolutions, making Coxey-Army marches and generally upsetting the political applecart. The President is right. We must plan for peace on a hundred fronts. On the educational front placement is an important sector. What are we doing now to prepare for our part in the coming battle for jobs?



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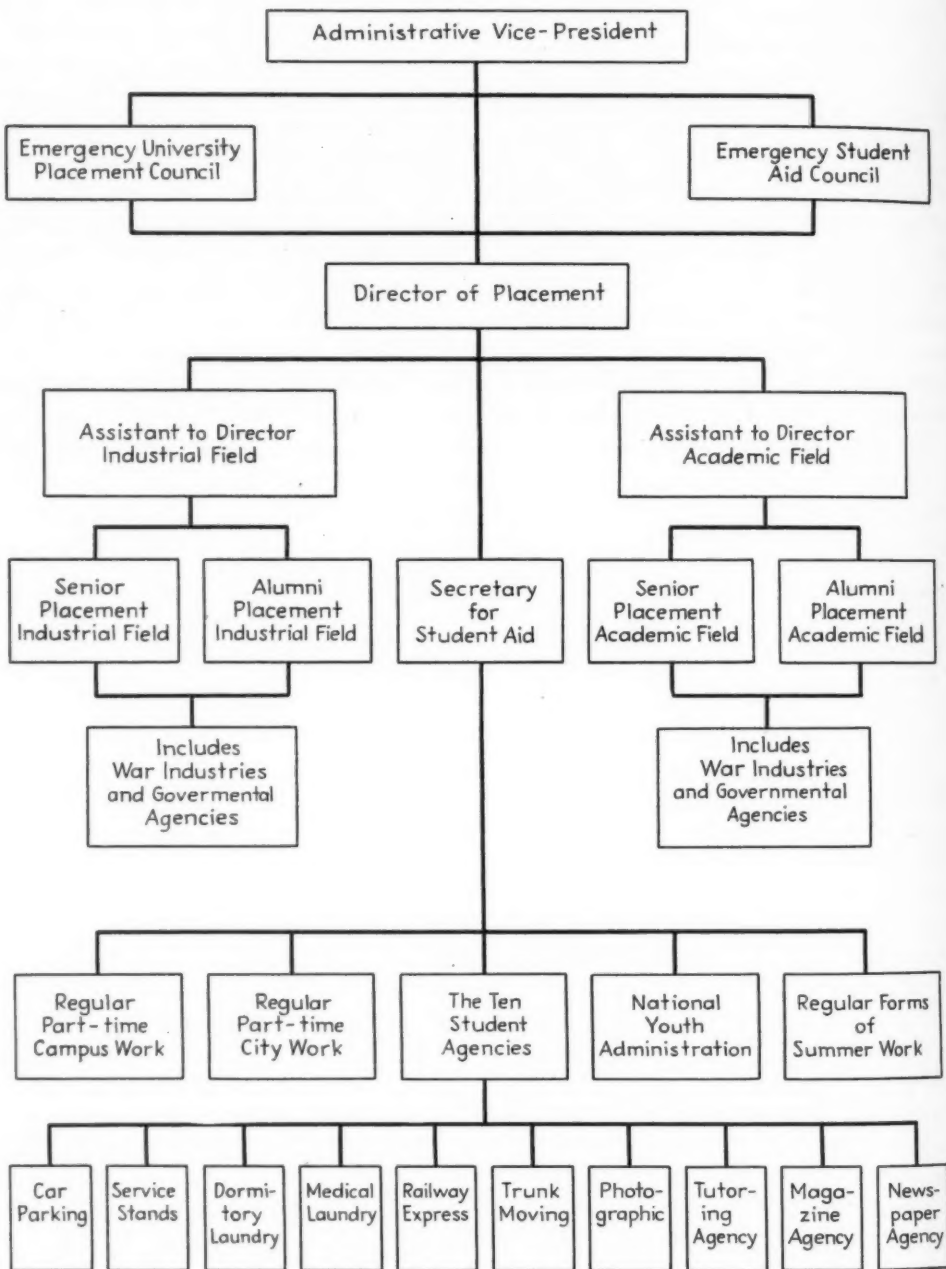
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**UNIVERSITY OF PENNSYLVANIA**  
**Organization Chart of the UNIVERSITY PLACEMENT SERVICE**  
**and the STUDENT AID DEPARTMENT**  
 For the Duration of the War Emergency  
 March 1, 1943



## A UNIQUE SERVICE TO STUDENTS AND GRADUATES

DR. PAUL HOWARD MUSSER

*Administrative Vice-President and Chairman of the War Council,  
University of Pennsylvania*

*From time to time requests are received for information concerning the establishment and functioning of a centralized college placement service. The accompanying chart and the brief account below picture a representative placement service—that of the University of Pennsylvania.*

IN 1926 the University of Pennsylvania established a centralized department for its students and graduates, to render three principal services to these groups: (1) to assist financially-needy students in obtaining part-time employment; (2) to help seniors, shortly before graduation, to find suitable full-time employment; and (3) to act as a continuing factor in the lives of graduates, by standing ready to aid them in obtaining more suitable employment, and in achieving advancement in their careers.

The experience of the past sixteen years has served to establish this Department on a sound and practical footing, on the basis of which it has now entered a new phase of its work by fitting effectively into the war effort. The accelerated academic program has removed the opportunity for summer work for many students, and has forced them to concentrate their remunerative employment programs into the regular academic terms.

A highly important objective has therefore been to improve, as far as possible, the operation of the Student Agencies, and to open up other channels of employment, through which deserving students may be able to earn money on the campus and elsewhere along with their University programs of study.

The University Administration has set up an "Emergency University Placement Coun-



DR. PAUL HOWARD MUSSER

cil" and an "Emergency Student Aid Council," through which the activities of placement and of student aid may now be planned to meet the unusual conditions imposed by the war, and the entire set-up of the Department, as shown by the Organization Chart on the opposite page, has now been closely coordinated with the needs of the University during the war interval.

Two major divisions handle all graduate placement in the Industrial and Teaching fields, and student aid is supervised through regular channels, including the National Youth Administration and the several Student Agencies and Services.

The University Administration has developed internal plans whereby the central offices of student aid and of placement can be effectively coordinated with the needs of the University's thirteen Schools, and a constant effort is made by the Department to meet these needs cooperatively and efficiently. The two advisory Councils, recently established, will prove of great value in rendering these cooperative requirements sound and workable during the war interval.

Graduates of the University, as well as employers, would do well to become acquainted with this long-established service, which endeavors to extend systematic aid to graduates in planning and working out successful careers, and to help employers obtain trained personnel well suited to their requirements.



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## EFFECT OF STUDENT EMPLOYMENT ON GRADES

JOHN BARR

*Director, Industrial Service Bureau, Temple University*

*Students who are now planning to enter college and wondering whether it is possible to work part-time and help earn their way through school, without this adversely affecting their grades, will be interested in the following study of this question. The author is a graduate of Temple University's School of Commerce and has, since 1924, been Director of the Industrial Service and Student Placement Bureau.*

SINCE the founding of Temple University in 1884 by the great philanthropist, Dr. Russell H. Conwell, who believed in the doctrine that higher education should be within the reach of all who had the desire and ambition to attain it, Temple University has always had within its halls of learning young men and women who were compelled, because of financial need, to work while attending school, in order to earn the necessary money with which to meet the expenses of higher education. Furthermore, because the majority of the student body of Temple University come from the homes of the great middle class of our nation and are the representatives of families in the not too high income brackets, we, perhaps more than many large urban universities, are in a better position to collect factual information concerning the effect of part-time employment on grades.

For the past eighteen years, it has been my privilege, as Director of the Placement Bureau, to talk with and know quite intimately thousands of these high type young men and women who, in many cases, are making supreme sacrifices in time and energy in order to obtain a fund of knowledge and a training of mind that will unlock for them the almost limitless possibilities of life that are open to those who do not fear hard work,



JOHN BARR

have the determination to forge ahead in their chosen fields of specialization and the stick-to-it-iveness necessary for success in any worth while undertaking.

This brief introduction leads me up to the topic upon which this article is written, namely, "what effect, if any, does part-time employment have on grades received by those students who must work part-time and carry a full curriculum

while in college."

Through close daily contact with the students, who are gainfully employed, I have discovered that most of them have a definite aim and fixed determination to reach their objective which cannot be denied no matter how hard the pull or heavy the load. This determination to improve their position in life is, I believe, the stimulant that generates the driving force necessary to carry on to a successful conclusion the objective they had in mind when a college or university career was planned, with little money to see it through. It has been truly said that if you want something well done always ask a busy person to head up the program, and, as a rule, the desired result will be attained with apparently little effort on the part of the leader, simply because big minds make big jobs seem small, and small minds make small jobs seem large.

### The Use of Questionnaires

Through a questionnaire filled in by all students in our three undergraduate schools, (Commerce, Teachers College and The College of Liberal Arts), at the beginning of the second semester in January, 1943, we have been able to collect information of authentic and exact nature concerning student employment which is most interesting and reveals facts not previously known to many who are directly concerned with student welfare and the financial problems students face who must

earn while they learn, or give up the pursuit of higher education.

Because I am firmly convinced that articles written to present concrete facts should not be made up of endless pages of unnecessary words, I shall now give you a summary of the findings of the study made to determine the effect of part-time employment on grades. The statistical data which follows covers the three undergraduate schools of Temple University, and was taken from questionnaires submitted by fifteen hundred and one (1501) students.

## SUMMARY

### COLLEGE OF LIBERAL ARTS

	Men		Women		Total	%
Questionnaires Filed .....	390		166		556	
Employed .....	122	31%	39	23%	161	29
Unemployed .....	268	69%	127	77%	395	71
Average Hours Employed Weekly.....	20.38		15.05			
	Freshman		Sophomore		Junior	Senior
Average Grades	MEN	Employed .....	2.29	2.23	2.96	2.50
		Unemployed .....	2.33	2.00	2.35	2.42
	WOMEN	Employed .....	2.58	3.14	2.56	2.65
		Unemployed .....	2.28	2.33	2.43	2.16

### SCHOOL OF COMMERCE

	Men		Women		Total	%
Questionnaires Filed .....	337		156		493	
Employed .....	143	42%	49	31%	192	39
Unemployed .....	194	58%	107	69%	301	61
Average Hours Employed Weekly.....	26.29		19.33			
	Freshman		Sophomore		Junior	Senior
Average Grades	MEN	Employed .....	2.24	2.58	2.48	2.66
		Unemployed .....	2.05	2.19	2.43	2.28
	WOMEN	Employed .....	2.36	2.38	2.99	2.55
		Unemployed .....	2.26	2.48	2.44	2.29

### TEACHERS COLLEGE

	Men		Women		Total	%
Questionnaires Filed .....	124		429		553	
Employed .....	42	34%	105	24%	147	27
Unemployed .....	82	66%	324	76%	406	73
Average Hours Employed Weekly.....	22.01		13.31			
	Freshman		Sophomore		Junior	Senior
Average Grades	MEN	Employed .....	2.29	2.85	2.66	2.38
		Unemployed .....	2.19	2.46	2.51	2.68
	WOMEN	Employed .....	2.79	2.64	2.50	2.59
		Unemployed .....	2.22	2.51	2.21	2.67

### GRADE POINT SYSTEM

For Each Semester Hour Of A Grade, 4 Points; B Grade, 3 Points; C Grade, 2 Points; D Grade, 1 Point.

Careful checking of the above figures brings to light factual information that is so often asked of me by university officials, members of the faculty and department heads who are very much interested in student welfare. Average weekly hours of employment of those students registered in the College of Liberal Arts and Teachers College are fewer because rosters in these departments require students to schedule classes throughout the day; whereas in the School of Commerce, all classes in the undergraduate department are completed at one o'clock each day, thus giving more free hours for part-time employment. In keeping with my opinion that student employment does not interfere with academic achievement, you will note that average grades are higher for those employed, both men and women, throughout the four years of attendance in the three departments of the University, excepting the Freshman year for men in the College of Liberal Arts; the Sophomore year for women in the School of Commerce and the Senior year of both men and women in the Teachers College. These few exceptions represent only a small percentage of the student body participating in the survey.

#### N. Y. A. Study

A similar study made by the National Youth Administration of the effect of part-time employment on grades of those employed on this program, covering 291 colleges and universities in 31 states, reveals the following information:

57.3% report that N.Y.A. students made higher grades than non-N.Y.A. students.

24.4% reported that there was no essential difference in grades.

10.3% reported that non-N.Y.A. workers made higher grades.

Less than 1% reported that N.Y.A. workers made below average grades.

6% reported that N. Y. A. students made above average grades.

Only 1% reported that N. Y. A. students made just average grades.

The facts outlined above quite clearly place the employed student in the upper scholastic brackets; and I further believe that the nature of the work projects assigned, which are usually in the field of major studies, afford the students employment experience which helps to increase rather than decrease their academic standing.

#### Reports from other Colleges

In addition to the factual information I have given you on the study made at Temple University and the report taken from the records compiled by the National Youth Administration, I wish to add a few excerpts taken from data sent to me, covering student employment at the following colleges and universities:

*Harvard University*—Average hours employed: 10 to 15 hours per week. Average grades received would probably be the average grades for the students as a whole, since students are not allowed to work if on academic probation.

*West Virginia University*—Average weekly hours of employment: 18 hours. Average grades: C. Better than average of students as a whole.

*University of Maine*—Average weekly hours of employment: 10 to 12 hours. Several surveys clearly show that the scholastic average of the student workers is consistently and definitely above the total average of the University as a whole.

*Gettysburg College*—Average weekly hours of employment: 10 hours. Average grades received: C.

*Southern Methodist*—Average weekly hours of employment: 10½ hours. Average grades: B (Covers N.Y.A. students only.)

*University of Omaha*—Grades of N.Y.A.

students compared with those on the same intelligence level, not employed, revealed the fact that scholastic averages of those employed were somewhat higher.

*Northwestern University*—Average weekly hours of employment: 15 hours. Scholastic record higher than average as a whole.

*Notre Dame University*—Average weekly hours of employment: 10 hours. Average grades received: C.

*Indiana University*—Average weekly hours of employment: 13 hours. Scholastic average of B for 186 N.Y.A. workers only.

*Cornell University*—Average weekly hours of employment: 15.2 N.Y.A. Average weekly hours of employment: 15 Non-N.Y.A. Scholastic average: 77.6 N.Y.A. Scholastic average: 76. Non-N.Y.A. No report on unemployed students.

*Yale University*—No recent statistics, but a report published last year in "School and Society" shows that self-supporting students at Yale attain better than average classroom standing in their academic work.

*Dartmouth College* — Academic records show that men who are gainfully employed, on a part-time basis, rate fully as high as the remaining college group. Recommend not more than two hours a day as the maximum time given to part-time employment.

*University of Georgia*—Average weekly hours employed: 12½ hours. Average grades received: C. Better than the average

of the student body as a whole. This study covers N.Y.A. workers only.

Twenty-four colleges, to whom we wrote, reported either no statistics available or information similar to that listed above.

A careful study of the information set forth in the statistical data covering Temple University, the findings of the National Youth Administration and excerpts from statements submitted by the Placement Officers of a number of colleges, located from coast to coast in the United States, brings out quite clearly the fact that part-time employment is not a hindrance but rather a stimulant which adds much to the accomplishments of the student. It is my opinion that working students schedule their time to better advantage and that eighteen to twenty hours of employment each week, as shown by my report, have no harmful effect on grades.

I am fully aware of the fact that it is not sound thinking to compare those who are employed with those who are not employed, on that basis alone, because extra-curricular activities and the type of course the student is taking have much bearing on academic achievement. As a whole, however, I believe that this study and the facts presented from other sources prove quite definitely that it is possible to attend institutions of higher learning, work part-time, carry a full roster and still rank in the upper levels of academic achievement.



THE following paragraph, referring to the future implications of the Army Specialized Training Program (described on page 48), is quoted from a recent letter received by the President of the Association from Colonel Beukema:

"To begin with, we realize that the screening devices now being employed to secure the initial contingent of trainees for our program will require extensive validation before we can accept them as the soundest methods. We hope the college heads will use their own placement machinery after our contingents arrive to ensure sound action in each case. And we look to our Statistics and Reports Branch to come forward in due time with the data on trainee performance which will enable us to place men more accurately. Whatever headway is made in that direction should be particularly valuable when the trainees return to college after the war to complete their education."



## ◀ EDITOR'S PAGE ▶

### PROFESSIONAL PLACEMENT IN POST WAR YEARS

ON MARCH 5, 1943 the Association's President and Vice President, Messrs. Hardwick and Distler, conducted a discussion at a Tri-Educational Fraternity Meeting (Kappa Delta Pi, Phi Delta Kappa and Pi Lambda Theta) at Teachers College, Columbia University on the subject of "Professional Placement in Post-War Years."

Based upon the ever-broadening horizon of the future occupational outlook, it would seem that there will be undreamed of opportunities for those with training, vision and understanding. In the following paragraphs is set forth a topical digest of the meeting.

As pointed out by Mr. Hardwick, it is not only likely but quite certain that the United States will have to shoulder the burden of world-wide relief in the post-war period—this despite the fact that this country is spending, for the war, at the rate of over 100 billion dollars per year, whereas all other countries together, both friend and enemy, are reputed to be spending a total of only 86 billion.

How this problem is to be attacked is of prime importance. Three possible approaches were suggested: (1) "straight relief"—a terrific tax burden on the donor nations and inevitable regimentation of the beneficiary nations; (2) "equal trade"—possible only where the donor and recipient possess exchangeable resources, as a basis for mutual advantage and pay-as-you-go satisfaction of obligations; (3) "triangular trade"—possibly a misnomer since the idea may embrace situations involving several nations, serially, in a transaction initiated to bring relief to one particular country.

It was emphasized that the last mentioned proposal would probably lead to the most satisfactory solution of the problem and would offer almost limitless opportunity for persons trained and skilled in banking, foreign trade, public health, social service, teaching, agriculture, mechanical arts and all the professions required in the re-building of war-torn nations.

*Government . . .* If, as may be hoped, post war problems are attacked by a new partnership of Government and Business with public and private planning going hand-in-hand and so guided as to prevent over-lapping a high level of employment may be maintained. In the period when private enterprise will be attempting to reconvert to peace-time durable and consumer goods production, there would be a distinct place for wise, carefully planned, useful and productive government spending, restricted to the special fields of community works and social improvements (including public health activities and installations, soil conservation, flood control, reforestation and housing projects). Herein lies abundant opportunity for a vast assortment of public spirited, professionally trained specialists.

*Commercial Banking . . .* The former functions of banks have been greatly altered. For instance, automatic elasticity of the currency is now secured by means of government financing; commercial paper has lost its importance as an aid to small business; the extension of loans in connection with stock market activities has been curtailed; and interest on holdings of government bonds is a major source of bank income. Therefore, the rapidly changing character of the American Banking System may well result in a change in banking personnel and an opportunity for soundly and thoroughly trained young economists, possessed of an abiding faith in the American standard and abundant courage to bring to its defense.

*Social Security . . . .* The present program has been greatly extended in its application by the effect of our war operations and economy, and further broadening of our future Social Security provisions seems imminent. Should we adopt a program such as that suggested by the White House, there will be a demand for mathematicians and actuaries far beyond the normal available supply.

*Foreign Trade . . . .* World-wide wholesale and retail merchandising, greatly facilitated by trans-oceanic air transport, will be among the earliest developments in the post-war world. Market analysts and sales and advertising experts will be in great demand to assist "free production" to satisfy the war-deferred demands of two billion persons—the world over—for consumer goods, some of which will be the result of new research and of the efforts and inventive abilities of engineers and chemists. The world concept will also result in greater opportunities in our consular service which is likely to be considerably remodeled.

*Teaching . . . .* This field was of particular interest to those attending the Tri-Fraternity Meeting, inasmuch as most of those present were teachers. It was recognized that there is a definite shortage of teachers on the elementary and secondary levels. However, the question was raised as to what can be done about those fields at the college level in which there would seem to be an over-supply, accentuated by the introduction of military courses and the curtailment of purely cultural subjects. In reply, Dr. Distler indicated that there has perhaps been too great a degree of specialization in recent years and suggested that teachers be re-trained and that the whole teaching program be re-evaluated to require and provide more instructional versatility.

*Law . . . .* The almost complete arresting of law education will undoubtedly be felt in future years. There will probably not even be enough lawyers to carry on the usual volume of legal business in our domestic economy, to say nothing of those who should now be studying international law.

*Engineering . . . .* Despite the fact that as many engineers as possible are now being trained as quickly as possible, we need not in post-war years have an over-supply of technically trained men. This statement is borne out by Dr. Davis' article on "The Post War Outlook for Engineers" found on page 37 of this issue.

*Medicine and Dentistry . . . .* The current supply of dentists and doctors is not nearly sufficient to meet military and civilian needs. For example, in general military service the ratio of doctors to patients is 6.5 to 1000; in combatant zones—8.5 to 1000; in civilian communities—1 to 1500 (in some acutely affected areas—1 to 4500). The seriousness of this problem is further heightened by the fact that according to present plans, we will be educating only a small percentage of the normal number. Furthermore, because they will be overworked, the mortality rate among doctors and dentists who remain at home to care for the needs of civilians, will be greatly increased.

In the years following the war, a global concept of all the professions will be necessary. The problems of each will be further complicated by the fact that we may have to staff and, for a considerable time, maintain the governmental services, the major construction projects, the major teaching program and the major care of both medical and dental health of a great many peoples. It is very likely that the United States will have to assume a cooperative responsibility for the world as a whole. We should welcome the opportunity offered us and prepare ourselves for the responsibilities ahead.

□   □   □   □

A three-day Institute for Post War Planning was held at Temple University on February 18 to 20, 1943. Attention was directed to a consideration of three

main topics including Planning America's Relation to the Post War World Order, Planning America's Post War Educational Policy and Planning America's Post War Economic Organization.

The principal speakers included Dr. Mousheng Lin, Editor of the Chinese News Service; Dr. John S. Badeau, Dean, American University at Cairo; Mr. Arthur Sweetser, U. S. Office of War Information; Dr. Harry D. Gideonse, President of Brooklyn College; Mr. Clinton S. Golden, United States Steel Workers of America; Dr. Alvin H. Hansen, Professor of Economics, Harvard University and Member of War Production Board; and Mr. William Benton, Vice President of the University of Chicago.

Those attending the Conference were organized into discussion groups which were scheduled between the luncheon and dinner programs on which the speakers appeared.

At the Friday luncheon meeting, Dr. Gideonse made two points of particular interest to the readers of our journal. First of all, he pointed out that this country for some years before the war had been pursuing policies deliberately excluding young people from employment and expressed the fear that this same trend might prevail after the war, with young people losing jobs to those with seniority returning from the service. He indicated that careful consideration must be given to this problem of utilizing their talents in the post-war period, lest they otherwise contribute to an explosion in the social system. Secondly, Dr. Gideonse urged that the motivation of teacher and pupil which exists in wartime because of an awareness of a terrific job to be done, be retained in the post-war period and suggested that both liberal and technical education be implemented by activity and cooperative work experience.

In consideration of the post-war educational policy, another interesting point was made by Mr. Golden who called attention to the educators' responsibility for recognizing unions, helping them to become integrated into community life and training the labor leaders who are so sorely needed for administrative jobs.

At the Friday evening dinner session Mr. Benton, Vice Chairman of the Committee for Economic Development, outlined the Committee's program and proposed a "declaration of faith," subsequently given publicity by the press, for those assuming responsibility for post war planning.

V. H. S.

## BOOK REVIEW

**Youth Goes to War**, by Lyle M. Spencer and Robert K. Burns—223 pages—Chicago and Atlanta: Science RESEARCH ASSOCIATES. \$1.28.

The need for a satisfactory and complete text to assist counselors and teachers in guiding high school students into posts in the Army as well as in civilian life has been met by the authors of this text. It is not often that such a complete volume as this comes to one's desk. Obviously, the authors' purpose was the guidance of high school youth into wartime activities.

The text is divided into four parts. Part One is

an over-all discussion of the kind of war in which we are engaged and of the effort and qualifications needed for victory. The second part sets forth the various types of jobs available for men in the Army, Navy, Marine Corps, Coast Guard, Merchant Marine, and for women in the WAACS, WAVES, WAFFS, SPARS and in the various Nurses' Corps in the several Services, as well as in the Red Cross. Included in Part Two are descriptions of the organization of each of these services. The various types of jobs in each service are fully set forth, as are the qualifications which an applicant should have. The insignia employed for identification in each of these branches are displayed and the significance explained. An extremely intelligent and

valuable procedure adopted by the authors is a statement concerning the pay and allowances for each of the various ranks in all branches.

In Part Three the emphasis is on the home front. The importance of civilian activity is discussed, and an attempt is made to indicate the qualifications a person should have to fill the various jobs. Not the least important item is an explanation of how to secure a wartime job.

Part Four, entitled "Fitting Yourself for Victory—and Afterwards," approaches the problem of wartime service from the viewpoint of the youth in school. The discussion of the need for training is very adequate. Extremely pertinent suggestions are made to assist the student in mapping his wartime program and in assisting on the civilian front in such activities as stamp and bond drives, salvage activities, cooperation with the Civilian Defense, farm programs, and part-time, after-school and vacation employment. An interesting chapter is one which discusses the youth's personal inventory, with suggestions regarding the significance of aptitudes and special interests. A brief but thorough discussion of high school youth in the post-war world concludes Part Four.

A complete glossary of war service occupations is arranged alphabetically under such headings as jobs in the Army, in the Air Force, and in the various branches of the Navy. The glossary includes almost every conceivable job, both in the Armed Services and in civilian life. The name of each type of activity is followed by a brief discussion of the sort of work in which a participant engages.

It is the opinion of this reviewer that the text is a "must," not only for guidance counselors, but also for the social studies department, in which it might prove to be the most valuable and interesting book used in the school.

CHAS. H. WILLIAMS,

*Acting Principal, Benjamin Franklin High School, Philadelphia, Pa.*

**A Wartime Guidance Program for Your School, by Alfred J. Cardall Research Associates, Chicago, 1943. 104 pages. \$1.00.**

This is a very timely and practical publication which will serve as the answer to many of the questions which are arising in the minds of the secondary school personnel as to the best way in which to meet the needs of youth as they mobilize to meet the demands of an all-out war. The wartime guidance program as outlined by Mr. Cardall is so flexible and real that it may be fitted to any school situation. The rural school may, without additional funds and using available resources, apply the principles of the program just as effectively as the urban school with its less limited

facilities. Valuable suggestions are incorporated for the in-service training of the present school staff for the more highly specialized aspects of counseling.

The program is based on three objectives. The first is that aid in the form of occupational information must be given to all seniors before they leave school.

The second objective is two-fold in that it involves a short-term plan for getting all available occupational information to those sophomores and juniors who will probably leave school before graduation as well as a more thorough program of counseling for the members of these two classes who will graduate.

The third objective, as stated by the author, is to build the foundations for a school-wide, wartime guidance program which will operate in peacetime as well. This must include ninth graders and must aid them in doing their part toward victory as well as assisting them in making at least tentative occupational plans for the future.

Nine steps are advocated for the establishment of a program to carry out these objectives. The first two provide for the establishment of an organization to fit the needs of the particular school, and the training of counselors for the job. The remaining seven deal entirely with specific things which may be done for high school youth, and are briefly described as follows:

A six weeks course in occupational information is outlined covering such items as the place of the pupil in war activities, a broad overview of essential wartime occupations, and a plan for the study of the occupations.

Suggestions for the establishment of an occupational library are offered. Plans for committee reports, individual occupational studies, and supplementary activities for the further study of occupations are submitted. Pointed out here also, are various occupational tie-ups which may be made with regularly established subject-matter areas.

Recognizing the difficulty of subjectivity in the usual job descriptions, the author next presents a plan for more objectivity in the establishment of job requirements. There are fifteen tables in which he presents a widely varied and comprehensive list of occupations from the Army, Navy, Marines, Air Corps, war industry, and essential civilian industry. Included in each table is the letter rating necessary for success on the job in each of the following: major interest, quantitative and linguistic intelligence, manual dexterity, spatial relations, practical judgment, clerical ability.

To complete the profile it is necessary to establish certain facts about each student. To accomplish this end, the author offers several workable self-rating techniques plus a minimal test battery for objective measurement. Supplementary tests are also discussed.



Finally, comes the matching of job profiles with pupil profiles. To facilitate this program, the booklet contains a referral record which is a complete record for the student profile and the profile jobs in which the student is interested. The matching of these determines his possibilities of success on the job.

One final word concerning the booklet. The

bibliographical material is very complete and helpful in every detail. The job list in the appendix is one which students will find most helpful for reference on the varied job-opportunities available at the present time.

ELIZABETH L. RICKETTS,  
*Counselor, Garfield High School, Akron,  
Ohio.*

## ASSOCIATION NEWS

### Report of the Secretary

A meeting of the Executive Board was held on Friday, March 5, 1943, in the office of the President Hardwick at Sixth and Walnut Streets. Election of officers and members of the Executive Board for the fiscal year, July 1, 1943, to June 30, 1944, will take place at the June meeting.

During the course of the meeting Mr. Fuller, Regional Chairman for the Philadelphia area of the Committee for Economic Development, reported upon the Committee's post-war planning activities in his area covering Pennsylvania, New Jersey and Delaware. The Committee's program is outlined by Mr. Fuller in his article on page 5, "Organizing for Post War Prosperity."

For the information of our members, the names of all the Regional Chairmen are given herewith: BOSTON—Henry P. Kendall, President, Kendall Company, Boston; NEW YORK—George Sloan, Industrialist, New York; PHILADELPHIA—Walter D. Fuller, President, Curtis Publishing Company, Philadelphia; CLEVELAND—George D. Crabbs, Chairman of the Board, Philip Carey Manufacturing Company, Cincinnati; RICHMOND—John Stewart Bryan, President, Richmond Newspapers, Inc., Richmond—ATLANTA—H. Carl Wolf, President, Atlanta Gas Light Company, Atlanta; CHICAGO—Ralph Budd, President, Burlington Railroad, Chicago; ST. LOUIS—Frank C. Rank, Chairman of the Board, International Shoe Company, St. Louis; MINNEAPOLIS—Harold W. Sweatt, President, Minneapolis-Honeywell Regulator Company, Minneapolis; KANSAS CITY—Grant Stauffer, President, Sinclair Coal Company, Kansas City; DALLAS—E. L. Kurth, Industrialist, Keltys, Texas; SAN FRANCISCO—Asa Call, President, Pacific Mutual Life Insurance Company, Los Angeles. It is suggested that members desiring information concerning regional activities communicate with the Chairman of their area.

At the request of Mr. Fuller, arrangements have been made whereby Mr. R. A. Rich, field representative for the Philadelphia area, will have his

headquarters adjacent to the Association's office at 530 Walnut Street.

At the meeting a very interesting question was raised by Dr. Stoddard, who referred to the vocational training program conducted by the Philadelphia schools, under which to date one hundred and seventy thousand men and women have been trained for the war effort. The program has more than paid for itself in increased wages for the community, and was the largest agency in reducing W. P. A. rolls. He urged that consideration be given to the establishment of a retraining agency which would be its counterpart on a higher educational level, so that each individual's abilities might be directed into productive channels and his potentialities more fully realized.

On March 5th Mr. Hardwick and Dr. Distler spoke at a Tri-Fraternity meeting at Teachers College, Columbia University. A digest of their presentation, prepared by the Secretary who also attended the meeting, appears on page 75.

The President, Vice President and Secretary were also present on the occasion of the Foreign Policy Association luncheon in Philadelphia, at which Colonel Herman Beukema was the principal speaker. An article describing the Army Specialized Training program of which Colonel Beukema is Director, will be found on page 48.

The Secretary would like to take this opportunity to urge the members to communicate with the Executive Offices concerning any personnel or placement problems which might advantageously be studied by the Association's committees, and to send her any comments or suggestions as to ways in which the journal can be made more helpful to its readers.

### Committees

We are endeavoring to comply with W. P. B.'s request concerning the conservation of paper. Accordingly, brief committee reports have had to be eliminated from this issue, and more detailed accounts in the form of articles will appear in subsequent issues of the magazine.



# THE ASSOCIATION OF SCHOOL AND COLLEGE PLACEMENT

A PARTIAL LIST OF MEMBERS AS OF APRIL 1, 1943

In the following list, Sustaining Memberships (grants of \$30.00 to \$200.00 per year, carrying with them the privilege of advertising space in SCHOOL AND COLLEGE PLACEMENT) are represented by (S); Institutional Memberships (\$5.00 per year, providing two individual subscriptions to the journal) by (I); and Regular or Individual Memberships (\$3.00 per year, including one subscription to the journal) by (R). In some cases institutions have more than one membership; this is so indicated.

- |   |   |
|---|---|
| Adelphi College (I)                             | Boston College (I)                          |
| A. & M. College of Texas (R)                    | Boston Public Library (R)                   |
| Air Reduction Company (I)                       | Boyetown High School (I)                    |
| Alabama College (I)                             | Boy Scouts of America (I)                   |
| Alabama Dry Dock & Shipbuilding Co. (I)         | Bradford City School District (I)           |
| Alabama Polytechnic Institute (I)               | Bridgeport Brass Company (I)                |
| Albion College (I)                              | Bridgeton High School (I)                   |
| Albright College (I)                            | J. G. Brill Co. (I)                         |
| Alfred University (I)                           | Brockway Glass Co., Inc. (I)                |
| Allegheny College (I and R)                     | Brooklyn College (I)                        |
| Allied Kid Company (I)                          | Bryn Mawr College (R)                       |
| Allis-Chalmers Mfg. Co. (I)                     | Bucknell University (I and R)               |
| American Air Lines, Inc. (I)                    | Burroughs Adding Machine Co. (I)            |
| American Association of University Women (R)    | Business Men's Assurance Company (I)        |
| American Can Company (I)                        | California Institute of Technology (I)      |
| American International College (2-R)            | California State Teachers College (I and R) |
| American Mutual Liability Ins. Co. (I)          | Callite Tungsten Corporation (I)            |
| American Pulley Company (I)                     | Carleton College (I)                        |
| American Telephone & Telegraph Co. (S, I and R) | Carnegie Illinois Steel Corporation (R)     |
| American Thermos Bottle Company (I)             | Carnegie Institute of Technology (I)        |
| American Viscose Corporation (I)                | Carter Oil Company (I)                      |
| Anacostia High School (I)                       | Caterpillar Tractor Co. (I)                 |
| Anderson Senior High School (I)                 | Cedar Crest College (I)                     |
| Arlington High School (I)                       | Celanese Corp. of America (I)               |
| Armstrong Cork Company (I)                      | Central College, Mo. (I)                    |
| Arsenal Technical High School (I)               | Central Greyhound Lines, Inc. (I)           |
| Arthur Andersen & Co. (I)                       | Central Michigan College of Education (I)   |
| Asher, Miss Hellen D. (R)                       | Central Missouri State Teachers College (R) |
| Atlanta Gas Light Co. (I)                       | Central Y. M. C. A. College (I)             |
| Atlanta Girls' High School (I)                  | Centre College of Kentucky (I)              |
| Attleboro High School (I)                       | Chamberlain School of Retailing (I)         |
| Auto-Owners Insurance Co. (I)                   | Charlotte High School (I)                   |
| N. W. Ayer & Son, Inc. (I)                      | Cheltenham Township High School (I)         |
| Babcock & Wilcox Co. (I)                        | Chicago Board of Education (R)              |
| Babson Institute of Bus. Admin. (R)             | Chrysler Corporation (I)                    |
| Bailey, Miss Bessie R. (R)                      | Clark, Howard D. (R)                        |
| The J. E. Baker Company (I)                     | Cleveland College Library (R)               |
| Baldwin Locomotive Works (I)                    | Cleveland East Technical High School (I)    |
| Baldwin-Wallace College (I)                     | Clewell, John H. (R)                        |
| Bamber, Frederick I. (R)                        | Colgate University (R)                      |
| L. Bamberger & Co. (I)                          | College of Chestnut Hill (I)                |
| Bankers Life Company (I)                        | College of Mount St. Vincent (I)            |
| Bankers Trust Company (I)                       | College of City of New York (I and R)       |
| Bates College (I and R)                         | College of New Rochelle Library (R)         |
| Bay Chemical Company (I)                        | College of Notre Dame of Md. Library (R)    |
| Bell Telephone Co. of Penna. (I and R)          | College of Saint Elizabeth (R)              |
| Bell Telephone Laboratories (R)                 | College of St. Teresa Library (R)           |
| Beloit College Library (R)                      | College of South Jersey (I)                 |
| Benjamin Franklin High School (I)               | College of William & Mary (I and R)         |
| Bentley School of Accounting & Finance (R)      | Colorado State College of Education (I)     |
| Bethany College (I)                             | Columbia City Public Schools (I)            |
| Bethlehem Steel Company (R)                     | Columbia University (2-R)                   |
| Bethlehem Central School (R)                    | Teachers College (2-I and 1-R)              |
| Biochemical Research Foundation (I)             | Connecticut Mutual Life Insurance Co. (I)   |
| Birdsboro Steel Foundry & Machine Co. (I)       | Container Corporation of America (I)        |
| B'nai B'rith Vocational Service (R)             | Cony High School (I)                        |
| Blirer, Lieut. (j.g.) Arthur E. (R)             | Cornell College (I)                         |
| Bloomfield High School (I)                      | Cornell University (I)                      |
| Board of Christian Education (R)                | Edward A. Coughlan & Co. (I)                |
|   | Criswell, Vance A. (R)                      |

- Cruse-Kemper Company (I)  
 Curtis Publishing Co. (S)  
 Cutler-Hammer, Inc. (I)  
 Da Costa, Miss Jean V. N. (R)  
 Dartmouth College (R)  
 Davenport High School (I)  
 Day & Zimmermann, Inc. (S)  
 Deere & Company (I)  
 Denison University Library (R)  
 DePauw University (I)  
 Devilbiss High School (I)  
 Diamond, Miss Mary E. (R)  
 Dickinson College (I)  
 Henry L. Doherty Educational Fndt. (I)  
 The Drackett Company (I)  
 Drew University (I)  
 Drexel Institute of Technology (I and 2-R)  
 Duke University (I and R)  
 E. I. duPont de Nemours & Co. (S)  
 East Denver High School (I)  
 Easton Senior-Junior High School (I)  
 East Stroudsburg State Teachers College (I)  
 Ehrlich, Nathan (R)  
 Electric Controller & Mfg. Co. (I)  
 Elmira College (I)  
 Employers Mutuals (I)  
 Employers Reinsurance Corporation (I)  
 Employment & Vocational Bureau (R)  
 Enterprise Paper Company (I)  
 Equitable Life Insurance Co. of Iowa (I)  
 Erie Insurance Exchange (I)  
 Ernst & Ernst (I)  
 Evanstown Township High School (I)  
 Fargo Senior High School (I)  
 Faries, Randolph, 2nd. (R)  
 Fidelity Mutual Life Insurance Co. (R)  
 Firestone Tire & Rubber Co. (I)  
 First National Bank of Boston (I)  
 First National Bank of Ceredo (I)  
 Flinn, Lt. Andrew C. (R)  
 The Flintkote Company (I)  
 Flower Technical High School (R)  
 Fordham University (I)  
 Fordson High School (I)  
 Foreman High School (I)  
 Fort Wayne South Side High School (I)  
 Franklin and Marshall Academy (I)  
 Franklin and Marshall College (S and I)  
 Free Library of Philadelphia (R)  
 Friends' Central School (I)  
 Garfield High School (I)  
 Gapp, S. H. (R)  
 General Cable Corporation (R)  
 General Electric Company (S and R)  
 General Foods Corporation (I)  
 Geneva College (I)  
 George School (I)  
 Georgia School of Technology (R)  
 Gilbert Paper Company (I)  
 Goodyear Tire & Rubber Co., Inc. (R)  
 Granite High School (I)  
 Great-West Life Assurance Co. (I)  
 Grinnell College (I)  
 Grove City College (I)  
 Gruber, Dr. Frederick C. (R)  
 Guardian Life Insurance Company (S)  
 Haddonfield Memorial High School (I)  
 Haddon Heights High School (I)  
 Hagen, E. S. (R)  
 Hampden-Sydney College (I)  
 Hampton High School (I)  
 Hampton Institute (I)  
 Hancock Public Library (R)  
 Hardware Mutual Casualty Company (I)  
 Harper & Brothers (R)  
 Hartford Fire Insurance Co. (I)  
 Harvard University (I)  
 Hatfield, Dr. Charles J. (R)  
 Haverford College (I)  
 Haverford Township Senior High School (I)  
 Heidelberg College (I)  
 Henry Snyder High School (I)  
 Hess, Justin H. (R)  
 Highland Park High School (I)  
 High Point High School (I)  
 Hiram College (I)  
 Home Life Insurance Company (I)  
 Hood College (I)  
 Hooker Electrochemical Co. (I)  
 The Hoover Company (I)  
 Horace Mann High School (I)  
 Horace Mann-Lincoln High School (I)  
 Horne, Rev. Byron K. (R)  
 Howard University (I)  
 Hughes Tool Company (I)  
 Hunter College Library (R)  
 Huntington College (I)  
 Hutchinson, Rivinus & Co. (S)  
 Illinois Bell Telephone Co. (I)  
 Illinois Institute of Technology (I and R)  
 Illinois Wesleyan University (I)  
 Immaculata College (I)  
 Indiana University (I and R)  
 Institute of Life Insurance (R)  
 Insurance Company of North America (S)  
 International Harvester Co. (I)  
 Iowa State College Library (R)  
 Irvington Varnish & Insulator Co. (I)  
 Jacobs Aircraft Engine Co. (I)  
 Jefferson Standard Life Ins. Co. (I)  
 Jewel Tea Co., Inc. (I)  
 Jewish Vocational Service (R)  
 John Hancock Mutual Life Ins. Co. (I)  
 John B. Stetson University (I)  
 John Falkner Arndt & Co. (I)  
 Johns-Manville (I)  
 John W. Hallahan Cath. Girls High (I)  
 Jones & Laughlin Steel Corp. (S and I)  
 Kalamazoo College Library (R)  
 Kansas City Life Insurance Co. (I)  
 Kensington High School for Girls (I)  
 Kent State University (I)  
 Kenyon College (I)  
 King's College (I)  
 Knoxville Senior High School (I)  
 Kortz, William (R)  
 Lafayette College (R)  
 Lake Forest College (I)  
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